Saskatchewan
Learning

CARING AND RESPECTFUL SCHOOLS

Toward School PLUS

Ensuring Student Well-Being
and Educational Success

SUPPORTING diversity

2004

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A Tribute to My Grade One Teacher

My Grade One teacher, was the embodiment of what it means to care. It was October 1950. My mom, dad, and older brother and I had emigrated from Holland to settle on a small wheat farm on the outskirts of a small town in Saskatchewan. The unaccustomed social isolation (none of us except my brother could speak English) and arriving at the time when a harsh prairie winter was setting in resulted in all of us experiencing profound culture shock. At just the time when I needed it most, my teacher took me under her wings and helped me to develop my own. She lived out an enduring quality of intentional kindness, which is the essence of the altruistic spirit. She was one of those people in whose company you felt that you were the sole focus of her undivided attention, that what was of concern to you was deeply understood and really mattered, and that something good may yet become of you. My well-being seemed to be the major consideration, with her personal need-fulfillment being simply a by-product of doing what was best for me.

My teacher modeled a wonderful capacity for embracing people of widely varying backgrounds. She took great delight in attending to the needs of strangers and went out of her way to ensure that all people in her community experienced a genuine sense of inclusion. She didn't just tolerate cultural diversity; she celebrated it. My teacher's deeply held convictions were inseparable from her sense of self. When the more cruel of my classmates took it upon themselves to call me D. P. (displaced person), we all learned the meaning of "zero tolerance." She would not hesitate to forcefully express her moral outrage on such occasions and would involve us all in confronting the utter and complete unacceptability of inflicting hurt upon others. Our classroom was truly an oasis of care. My teacher put me on the path to becoming a believer in angels of mercy, for she was one of them. I can't remember her face, but I will never forget how she made me feel. In my own way, I loved her back in Grade One, and today she has my eternal gratitude.

I have sometimes been accused of being an irredeemable believer in the idea of human progress. So be it! My Grade One teacher made me that way.

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Introduction

Background

A comprehensive review of special education in Saskatchewan was conducted from September, 1998 to December, 1999. In their final report, *Directions for Diversity: Enhancing Supports to Children and Youth with Diverse Needs*, the Special Education Review Committee provided direction for strengthening and renewing Special Education policy and programming. This included recommendations that:

- Saskatchewan Learning develop policy and guidelines for effective practices to support students with diverse needs;
- Saskatchewan Learning, in collaboration with the education partners and government human services departments, develop a provincial policy related to the social/emotional/behavioural needs of students; and that
- Saskatchewan Learning, the education partners, boards of education and schools continue their efforts to create school cultures that welcome diversity.

In October 2000, Education Minister Jim Melenchuk announced The Caring and Respectful Schools Initiative. This initiative was one of Saskatchewan Education's responses to the Special Education Review and called for focused attention on the development of students' personal and social skills and the need to support schools in creating caring and respectful learning environments. The initiative was to provide:

- the conceptual framework and critical elements of a caring and respectful school environment;
- curriculum and resources to strengthen personal and social development and to teach responsibility and caring of others;
- effective prevention and intervention strategies for dealing with bullying, harassment, aggression and violence; and
- a process for creating a school-wide discipline policy.

In February 2002, the Government of Saskatchewan responded to the Task Force on the Role of the School with a strong endorsement of a new vision for schools and affirmed that schools today serve two primary functions:

- ***to educate children and youth*** – developing the whole child, intellectually, socially, emotionally, spiritually and physically; and
- ***to support service delivery*** – serving as centres at the community level for the delivery of appropriate social, health, recreation, culture, justice and other services for children, youth and their families.

School^{PLUS} is a term coined by the Task Force on the Role of the School. The term describes a new vision of schools as centres of learning, support and community for the children, youth and families they serve. The School^{PLUS} concept stresses learning excellence for all students and calls for active involvement with families and support from human service providers and community members. It calls for all schools to adopt the philosophy and practices of community education.

An Effective Practices Framework has been developed to provide schools, school divisions and communities with key practices and resources to support local School^{PLUS} initiatives. The framework identifies six effective practices and critical elements of each practice and provides supportive print, web-based and human resources that offer in-depth information about their use. The areas of effective practices include:

- Caring and Respectful School Environment;
- Responsive Curriculum and Instruction;
- Assessment for Learning;
- Adaptive Leadership;
- Authentic Partnerships; and
- Comprehensive Prevention and Early Intervention.

Overview

Caring and Respectful Schools: Toward School^{PLUS} offers a conceptual framework for strengthening schools as caring and respectful centres of learning, support and community for children, youth and their families. This resource is supportive of the School^{PLUS} concept. It is not a prescriptive recipe. Rather, it acknowledges and builds on the commitment and successful practices of teachers, parents, administrators, trustees and other community members across the province. This resource, together with the School^{PLUS} Effective Practices Framework (see Figure 1), strengthens efforts to promote caring and respectful schools that support learning excellence and the delivery of appropriate services and supports to ensure the well-being and educational success of all Saskatchewan's children and youth.

This resource is divided into sections that provide information and direction on topics that, when taken together, strengthen schools as caring and respectful learning environments.

Section I: Caring and Respectful School Environment focuses on the concept of community and the need for schools to be caring and respectful learning communities with an unconditional commitment to help every child and young person succeed in school and in life. Outlined are a number of key elements essential to strengthening caring and respectful school environments.

Section II: The Learning Program concentrates on the need for schools to educate children and youth through balancing the focus on academic success with personal and social development.

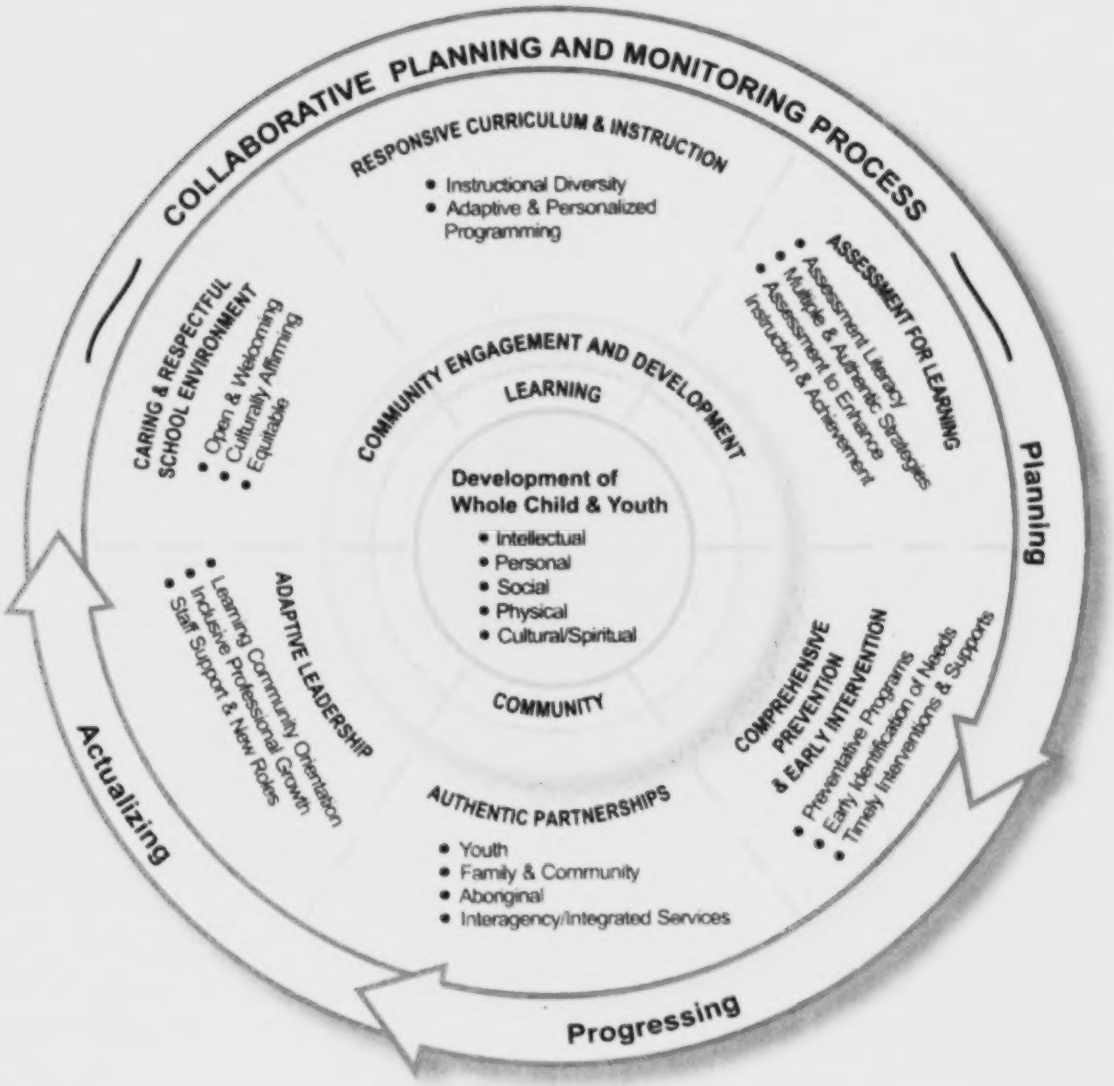
Section III: Comprehensive Services and Supports deals with the need for schools to support the delivery of appropriate services for children, youth and their families. This section provides a framework for the delivery of a comprehensive array of services and supports with human service providers and community members.

Section IV: Crisis Response recognizes that schools deal with a variety of unexpected situations that have the potential to adversely affect students, staff and the wider community. This section outlines key components of a comprehensive crisis response plan that contribute to schools being safe and nurturing places for children and youth.

Section V: Appendices. This section includes additional suggestions such as a process for developing a code of conduct and implementation of a peer mediation program.

The School[PLUS] Effective Practices Framework is referenced in various sections of this document. Accessing the web application of the referenced effective practice will provide readers with additional information and resources specific to that effective practice. The School[PLUS] Effective Practices Framework is available from Saskatchewan Learning, School[PLUS] web site at:
http://www.sasked.gov.sk.ca/branches/cap_building_acct/school_plus/index.shtml.

Figure 1. School[PLUS] Effective Practices Framework



Section I:
Caring and Respectful School Environment

Schools as Caring Communities

Diversity

Inclusion

Adaptive Leadership

Community Education

Collaboration

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Caring and Respectful School Environment

Schools as Caring Communities

Schools are:

- *learning communities*
- *collegial communities*
- *caring communities*
- *inclusive communities*
- *inquiring communities*

Sergiovanni, 2000

Caring and respectful schools are open, inclusive and culturally affirming centres of learning, support and community. As centres of community, they bring diverse groups of people together and satisfy their need for belonging and meaningful connection to others. Caring and respectful schools strengthen personal relationships, foster a common commitment and promote a sense of interdependence. Recognition and acceptance of diversity are critical values of effective communities. Sergiovanni (2000) suggests that schools can be understood as:

- learning communities where staff, students, families and community members are committed to creating caring and respectful school environments that support healthy development and learning success for children and youth;
- collegial communities where all members promote common goals and experience a sense of belonging and interdependence and mutual obligation;
- caring communities where members are committed to each other and where the characteristics that define their relationships are ethical and just in character;
- inclusive communities where diversity is valued and respected; and
- inquiring communities where everyone is committed to working together in a spirit of cooperation and collective inquiry as they reflect on their practice and search collaboratively for solutions to common problems.

Caring and respectful schools foster personal and social development and help each child and young person satisfy their basic needs for belonging, mastery, independence and generosity.

Quality relationships are key to building a sense of community. Quality relationships are characterized by genuineness, caring and unconditional acceptance. In schools, children and youth feel cared for when they sense that they belong, are important, accepted and valued regardless of their abilities and needs. Schools as caring and respectful communities, foster personal and social development and help each child and young person satisfy their basic needs for belonging, mastery, independence and generosity (see Figure 2).

- Belonging is simply feeling important, accepted, valued and connected in a meaningful way to people that are important.
- Mastery is feeling capable of meeting the demands at home and school.
- Independence is built on respect and inner discipline and

strengthened by having the opportunity to make decisions, solve problems and show personal responsibility.

- Generosity is giving and sharing. It is an awareness that relationships are more important than possessions and taking opportunities to share what you have with others (Solomon, 1992).

Figure 2. Basic Needs

A school's culture is unique. It is shaped by the values of the community and influenced by the beliefs of the people who work in it, and by the needs of the students it serves. Over time, the internalized culture of a school leads to unspoken rules that regulate and maintain behaviour within a school. Climate, although hard to define, is the tone or atmosphere a person feels when entering a school. It results from the interactions among administrators, staff, students, parents and community members. School climate can be thought of as the outward expression of culture. Sergiovanni (2000) notes that the following can serve to indicate a school's sense of community:

- the extent to which members share common interpersonal bonds;
- the extent to which members share an identity with a common place (for example, my class, my space, my school); and

- the extent to which members share a commitment to values, norms and beliefs.

Diversity

Diversity as used here refers to the variation and difference among people related to their cultural heritages and identities, their gender and class experiences, their mental and physical abilities and the social construct of race. Diversity is a reflection of the diverse realities and experiences of individuals in society.
Saskatchewan Professional Development Unit/Saskatchewan Instructional Development Unit (1996)

Diversity in Saskatchewan schools and classrooms is a reality. In order to understand the concept of diversity, one must first recognize and accept the fact that all students are unique with specific needs and abilities and are affected by a variety of physical, social and cultural factors. These include physical, intellectual and learning disabilities, sensory impairments, social emotional or behavioural challenges and language delays and disorders. Aboriginal ancestry, recent immigration or learning English as a second language may also reflect a diversity of need. As well, environmental factors such as poverty, family dysfunction or transience, neglect or abuse, family alcohol or drug abuse and teenage parents can place students at risk of school failure.

Inclusion

Inclusion is an attitude or belief system supporting an unconditional commitment to help every child and young person succeed.

Inclusion is not an action or set of procedures. It is an attitude or belief system supporting an unconditional commitment to help every child and young person succeed in school, at home and in the community. Once adopted, the practice of inclusion drives all decisions and actions at the division, school and classroom level. Strong leadership at all levels is needed to ensure that all schools in Saskatchewan are inclusive schools.

Caring and respectful schools are inclusive. They are committed to the shared belief that all students having unique abilities and needs, learn in a variety of ways and can succeed. Diversity, within the context of an inclusive school is not perceived as an obstacle, but rather as an opportunity to enrich school culture and provide students and adults with experiences that increase their knowledge, understanding and appreciation of differences. Basic to the understanding of diversity is the recognition that individual students are unique with specific needs and abilities. Central to the philosophy of inclusive schools is the conviction that student learning is enhanced by actively promoting the values of care and mutual respect and fostering positive relationships among and between members of the school community.

Adaptive Leadership

Leadership in schools and school divisions strengthens teaching and learning. It provides a sense of direction, energy, coherence and coordination to the actions and activities taking place. Societal

change and an increasingly diverse student and teaching population have expanded and diversified the role of schools.

Schools today require an approach to leadership characterized by adaptability; that is, the ability to respond to challenges and issues. An adaptive approach to leadership requires new learning, new behaviours and new organizational structures. Such leadership recognizes and values the diversity found in today's schools and provides leadership opportunities for many individuals in the educational and larger community. Adaptive leadership is demonstrated when teachers, families, students and community agencies and organizations work together and share responsibility for creating caring and respectful learning communities. Adaptive leadership at the division, school and classroom level is a prerequisite to developing caring and respectful schools. Such an approach to leadership:

- is collaborative, not adversarial, and values team work;
- actively engages parents as partners in the education of their children;
- seeks student participation and involvement in decision making, policy development and overall improvement plans;
- promotes staff growth and development;
- shares power, decision making and responsibility;
- requires strong collaborative problem-solving skills; and
- utilizes community resources and expertise to enrich the learning program and at the same time sees the school as a resource in the life of the community.

www.sasked.gov.sk.ca/branches/cap_building_acct/school_plus/al/index.shtml

Community Education

Community Education is a philosophy based on community engagement and development. It is founded on a belief that schools alone cannot do all that is needed to help children and youth achieve success in school and in life. Community Education promotes the concept of life long learning and the interrelationship between the school and the family, and the school and community. The collaboration and involvement of families, community members, organizations, teachers and students in problem solving and decision making leads to more meaningful and successful learning experiences for all students.

Caring and respectful schools practise community education. They provide accessible and innovative programs that are responsive to the needs of community members of all ages. They promote community development activities that build a community that is safe, caring and able to meet the diverse needs of its members.

Community Engagement and Development

There is no recipe for community building. There is no workshop agenda and no training package. Community cannot be borrowed or bought. Sergiovanni (1994) writes that building community requires the development of a sense of community. It starts with shared ideas about what schools are for, what is good for students, what makes sense about teaching and learning and how everyone should live and work together.

Community engagement and development are at the core of building caring and respectful school environments. Building these environments is both an educational and motivational process. This process engages and empowers educators, families and community members to work together for the good of students' well-being and learning. Community engagement and development is a dynamic process of community members engaging in a shared awareness of community strengths, issues and needs. This collective action strengthens schools as centres of learning for the community. It creates connections between school and community members by supporting diversity, empowerment and inclusion. Community development creates a sense of community reflected in shared values, attitudes and ideas about schooling (Appendix A).

Collaboration

Collaboration is:

- *voluntary*
- *requires equality*
- *based on mutual goals*
- *shared responsibility*
- *shared resources*
- *shared accountability*
- *an emerging process*

Collaboration is an integral part of today's schools. Simply put, collaboration is a process that brings two or more people together to identify issues and cooperatively problem-solve and action-plan. It involves working together in a supportive and mutually beneficial relationship to support students and families. Collaboration in schools requires strong leadership and depends on cooperation, effective interpersonal communication, joint decision making and consensus building. The majority of collaborative activity in schools includes committee and team meetings, student-parent-teacher conferencing and joint school and community initiatives. These activities can be thought of as a potential opportunity, challenge or problem to be solved. Friend and Cook (2000) suggest that the following characterize key elements of collaboration:

- Collaboration is voluntary: it is not possible to force people to use a particular style in their interactions with others.
- Collaboration requires equality among participants in which each person's contribution to an interaction is equally valued, and each person has equal power in decision making.
- Collaboration is built on mutual or shared goals among individuals.

- Collaboration depends on shared responsibility for participation and decision making.
- Collaboration requires that individuals share their resources.
- Collaboration requires individuals to share accountability for outcomes.
- Collaboration is an emerging process that transforms adversarial interactions into a search for solutions that address mutual interests or needs.

Friend and Cook (2000) note that successful collaboration leads to increased commitment to future collaboration. These authors list the following as prerequisites to successful collaboration:

- Individuals who collaborate value this style and believe that the results of their collaboration are more powerful than the results of their individual efforts.
- Individuals who collaborate trust one another.
- A sense of community evolves from collaboration. Through collaboration all participants' strengths are maximized, their weaknesses are minimized making results better for all.

Collaborative Relationships

Collaborative relationships are at the heart of a caring and respectful school environment. Collaborative relationships link people at the classroom, the school and the community level to a shared vision and a common purpose. People engaged in collaborative relationships see themselves as mutually supportive partners working together. A collaborative culture within a school is strengthened when educators engage in collective reflection, dialogue and shared work with colleagues, parents, students and community partners to address issues central to the school as a learning community.

Collegiality, collaboration and teamwork are central to teaching and learning. Educators strengthen their teaching practices and improve students' learning when they build collegial and collaborative structures into the daily operations of the classroom and the school. Teachers strengthen the collaborative culture in their school when they engage in:

- collaborative planning;
- team teaching;
- teacher and curriculum networking;
- group directed professional development activities; and
- peer coaching and mentoring.

When collaborative opportunities are extended to include community members and human service providers, all Saskatchewan children and young people are able to benefit from educational experiences, learning opportunities and the supports they need to achieve their full potential.

Collaborative Problem Solving

Collaborative problem solving (Appendix B) is fundamental to a successful working relationship and is the foundation of successful collaboration. The process helps people constructively explore differences and search for solutions that support individual and group needs. Collaborative problem solving requires the acquisition, practice and integration of interpersonal communication skills including active listening, assertive communication and the principles of collaborative problem solving. A commitment to collaborative problem solving reduces conflicts and encourages a responsibility to collective action. The process focuses on mutual gains and increases the likelihood of reaching an agreement on potentially troublesome issues. The decision to engage in collaborative problem solving can be made by considering the answers to the following questions:

- Does the vision or problem warrant the time, effort and resources necessary to bring about the desired outcome?
- Is there enough time and resources available to bring about the desired outcome?
- Are the people with responsibility and resources committed to dealing with the issue at hand?
- What are the possible outcomes if things remain as they are?

Section I: Summary Points

Caring and respectful schools are open, inclusive and culturally affirming learning communities. They nurture understanding and respect among diverse groups. They ensure that all students have access to a barrier-free learning environment and benefit equally from a variety of learning experiences and appropriate services in support of learning excellence and well-being.

Caring and respectful schools actively engage parents and share responsibility with families and community for the education and well-being of children and youth.

Inclusion is an attitude or belief system supporting an unconditional commitment to help every child and young person succeed. Once adopted, the practice of inclusion drives all decisions and actions at the division and school level.

Diversity is not perceived as an obstacle but rather as an opportunity to enrich school culture and provide students and adults with experiences to increase their knowledge, understanding and appreciation of difference.

Adaptive leadership is required in schools today. An adaptive approach to leadership is characterized by adaptability; that is, the ability to respond to challenges and issues.

Collaboration is an integral part of today's schools. Simply put, collaboration involves working together in a supportive and mutually beneficial relationship to improve outcomes for students and families.

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Schools as Caring Communities

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Section II: The Learning Program

Learning Excellence

- Core Curriculum
- Responsive Curriculum and Instruction
- Assessment for Learning

Personal and Social Development

- Core Curriculum
- Proactive School-wide Initiatives
  - School Codes of Conduct
  - Developing a Code of Conduct
  - Character Education
  - Cooperative Learning
  - Service Learning
  - Violence Prevention Programs
    - Comprehensive School-based Response to Violence
  - Conflict Resolution Education
    - Components of a Conflict Resolution Education Program
  - Peer Mediation
    - Implementation of a Peer Mediation Program
  - Bullying Prevention
    - School Anti-Bullying Policy

Summary

References and Resources

The Learning Program

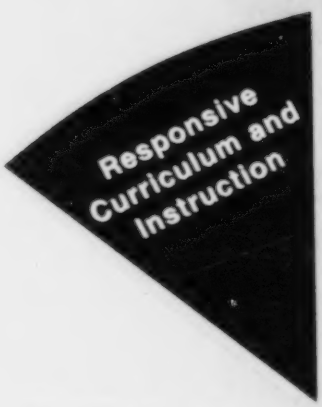
One of schools' primary functions is to provide a diverse student population with the education needed to live productive and satisfying lives. In doing so, schools have a primary responsibility to promote learning excellence to ensure that all students achieve academic success. In addition, schools have a responsibility to support students' personal and social development. Saskatchewan's Core Curriculum promotes the development of the whole child - intellectually, personally, socially, physically, culturally and spiritually. It is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Implementation of Saskatchewan's Core Curriculum is a shared responsibility among schools, parents and community. It is best accomplished within learning communities that are built on inclusive, community education principles and practices.

Learning Excellence

Core Curriculum

Saskatchewan's Core Curriculum is an integrated framework of Components and Initiatives that work together within the classroom and school environment to support the learning of all students. It represents a model of learning that integrates curriculum, instruction and assessment to support all students in achieving the knowledge, skills and attitudes necessary to succeed in school and in life.

Provincial curriculum guides include the foundational and specific learning objectives that guide teachers' instructional planning. Curriculum guides demonstrate the breadth and depth of learning by including sample units, instructional and planning guidelines and assessment and evaluation techniques. Teachers are expected to use the curriculum guides and to understand the concepts, processes and attitudes to be learned in each subject area.



www.sasked.gov.sk.ca/branches/cap_building_acct/school_plus/rci/index.shtml

Responsive Curriculum and Instruction

Responsive curriculum and instruction is flexible and adapts to the needs of the learner. It provides all students with a variety of developmental and learning experiences plus the supports they need to maximize their learning potential. Responsive curriculum and instruction is influenced by:

- the learning environment (that is, the classroom and school climate);
- curriculum topics and materials;
- instruction;

- the quality of relationships among and between teachers, students, parents and community members; and
- the values and needs of the community.

Teachers plan for and facilitate learning in the classroom when they use one or more of the Adaptive Dimension variables to make adjustments to curriculum materials and topics, instructional practices and/or the learning environment. The Adaptive Dimension enables students with different strengths, needs and interests to achieve stated curriculum objectives.

Adaptive Dimension refers to the concept of making adjustments in approved educational programs to accommodate diversity in student learning needs.

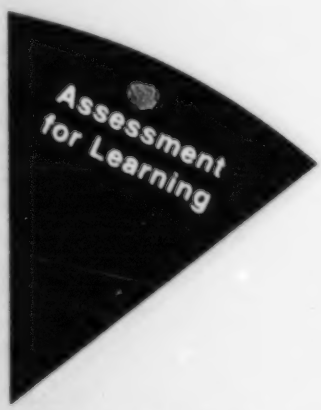
Saskatchewan Education (1992)

It is essential that teachers get to know their students in order to make appropriate decisions to improve student learning. Personalizing a student's instructional plan may include supporting the integration and delivery of a number of interagency services and supports. For others who are working on different learning objectives, a Personal Program Plan that focuses on their individual strengths and needs may be required.

A Personal Program Plan is developed for students who require individualized programs or who are receiving continuing special education support. Parents are essential partners in the development, implementation, evaluation and revisions of a Personal Program Plan. Other collaborative team members include the classroom teacher, school-based special educator, educational assistant, school-based administrator and the student, if appropriate. Members of the extended team may include a speech/language pathologist, educational psychologist, consultant or other resource personnel from the school division or community.

Assessment for Learning

Educational assessment and evaluation practices contribute to the ability of schools and educational institutions to deliver high quality education to all Saskatchewan children and young people. It is important that teachers use a variety of fair, unbiased and appropriate assessment and evaluation practices to meet the diverse learning needs of students. Assessment for learning refers to the collection and interpretation of information on the progress of student learning at the individual student level and for groups of students at the school, divisional and regional levels. It is a continual process involving a variety of approaches linked to curriculum objectives, student abilities and teacher practices. Assessment and evaluation practices document the results of student learning and provide teachers with information to improve programs and services for all students. In addition, such practices support students in self-assessment and evaluation processes in order to determine future learning needs.



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Personal and Social Development

Educators share responsibility with families and the community to educate children and youth for success in school and in life. Schools are one of the few places where children and youth come together on a daily basis. As such, schools are ideally situated to provide students with the developmental and learning experiences and supports required to make healthy choices and to manage daily life tasks including forming relationships, handling emotions and dealing with conflicts. Focused attention to students' personal and social development is critical for academic success. This attention assists students to make positive contributions to their classroom, their school, their family and their community.

Core Curriculum

The Components and Initiatives of Saskatchewan's Core Curriculum are intended to provide all Saskatchewan students with the knowledge, skills and attitudes necessary for success after leaving school. The Common Essential Learnings (C.E.L.s), Personal and Social Development and Critical and Creative Thinking provide teachers with a starting point to teach, and to support socially appropriate behaviour as part of classroom instruction. Health Education provides teachers with key foundational and learning objectives designed to promote students' knowledge, skills, attitudes and values essential to strengthening student's health-enhancing behaviours thereby improving the quality of their lives and their interactions with others. The Comprehensive School Health Model provides a useful framework for schools to integrate curriculum, instruction, services and social supports within a caring and respectful learning community.

Proactive School-wide Initiatives

Educators, parents and community members share responsibility to assist children and young people in achieving healthy personal and social well-being.

Educators, parents and community members share responsibility to assist children and young people in achieving healthy personal and social well-being. Many schools are developing codes of conduct in collaboration with their school community and implementing school-wide programs that foster personal and social skill development. Many of these school-wide initiatives embed personal and social skill development into classroom instruction and interpersonal interactions. In addition, they target concerns related to harassment, bullying, aggression and violence. Character education, cooperative learning, service learning projects, violence prevention programs, conflict resolution education, peer mediation and bullying prevention strategies support a school's code of conduct and contribute to the personal and social well-being of all students. Together with the provincial curricula, these initiatives strengthen a school's capacity to be inclusive, caring and respectful learning communities where all children and youth belong, are valued and are successful.

School Codes of Conduct

Caring and respectful schools are shaped by the values of their community and are influenced by the beliefs of the people who work in them and by the needs of the students they serve. Caring and respectful schools are nurturing and safe places for all students, staff, parents and community members. They define, model, teach and consistently promote reasonable behavioural expectations.

Within these schools, daily interactions are guided by a code of conduct that represents a core set of values developed in collaboration with the larger community (see Figure 3). This code reflects the values and vision of the school division, the local school and community. Such a code sets out clear expectations for behaviour for staff, students, parents and the community at large.

Codes of conduct are distinguished from school and/or classroom rules in that they list a set of positive characteristics that students, teachers, parents and community accept as desirable outcomes or goals for behaviour. Often, these statements or codes form the basis for school and classroom rules. Rules and consequences although necessary, are not at the heart of a caring and respectful learning community. A school code of conduct becomes the standard against which behaviour, school and classroom rules and procedures are evaluated. A school code of conduct is intended to assist staff, students, parents and community members to define, model, teach and reinforce appropriate expectations for behaviour. A school's code of conduct is strengthened when all community members share responsibility to ensure that their daily interactions and relationships model the values of care and respect.

Developing a Code of Conduct

The development of a school code of conduct is a collaborative process. Many schools and school divisions establish committees comprised of educators, students, parents, school board and community members to develop a school code of conduct. A consultative process is used to engage these committees in constructive dialogue following the principles of focus groups. Focus group discussions provide a snapshot of community opinion and are a very useful way of obtaining information from a cross-section of people when time and financial constraints prevent a comprehensive survey or review. These discussions encourage the expression of a wide range of opinions about various aspects of a particular topic or question. Specific to the development of a code of conduct, the focus group process encourages general consensus on the basic principles that would guide a code of conduct. The group's recorded discussion becomes the raw material and foundation for the development of the code of conduct (Appendix C).

Figure 3. Example Code of Conduct

THE SASKATOON CATHOLIC SCHOOLS' CODE OF CONDUCT

A Code of Conduct defines the values and vision of the school division in which all relationships are conducted in a respectful and dignified manner. Catholic Schools share with parents the responsibility to develop students' personal and social skills to achieve this vision; consequently:

- each person within a school has the right to feel emotionally and physically safe;
- each person has the responsibility to contribute to a safe, positive learning environment; and
- each school community has the responsibility to establish a process for developing a school code of conduct.

EXPECTATIONS

The Saskatoon Catholic Board of Education has the following expectations:

For Students

- to attend school regularly and conform to the rules of the school;
- to participate willingly in their learning;
- to respect others' safety, well-being, and property;
- to be accountable for their behaviour and responsive to reasonable, related and respectful consequences;
- to participate in creating a safe, positive environment conducive to learning; and
- to be involved in developing a school code of conduct.

For School Staff

- to participate in creating a safe, positive environment conducive to learning;
- to be involved in developing a school code of conduct;
- to involve their students in developing classroom discipline practices which utilize reasonable, related and respectful consequences; and
- to model, teach and reinforce appropriate behaviour.

For Parents/Guardians

- to support their child(ren) in regular and punctual attendance at school;
- to participate in creating a safe, positive, learning environment at their school; and
- to work and cooperate with the school to resolve concerns involving their child(ren).

From *Safe positive schools: Code of conduct*. Saskatoon Catholic Schools. Retrieved May 10, 2004, from http://www.scs.sk.ca/sps/codes_of_conduct.asp. Reprinted with permission.

Character Education

Saskatchewan schools are being called upon to play a role in the character formation of children and youth. Parents and families have the primary responsibility for helping their children develop good habits and a sense of right and wrong. This is a responsibility shared with schools and the community. Character education within schools, in the broadest sense, is the deliberate effort to help students understand and act in ways that are consistent with a core set of ethical values. It describes the general curriculum and organizational features of schools that promote the development of fundamental values in children and young people. According to Lickona (1988) character education of students is designed to:

- promote cooperative relationships and mutual respect;
- foster the capacity to think, feel and act morally; and
- develop classrooms and schools as moral communities that are based on fairness, caring and participation and support the character development of each individual student.

In order to accomplish these goals, classrooms need to build students' self-esteem and develop a sense of community. Classroom activity needs to focus on teaching students to cooperate and to help others; providing students with opportunities to reflect on their actions; and involving students in decision making.

Cooperative Learning

Although there are many different models of cooperative learning, all involve groups of students working together on academic tasks, discussing information and practising personal and social skills that support classroom instruction. Cooperative learning activities are carefully organized and structured so as to promote the participation and learning of all group members in a cooperatively shared undertaking.

Cooperative learning groups are structured to include the essential element of positive interdependence, in which each member can succeed only if all members succeed. Johnson and Johnson (1992) suggest that the following conditions must be met for group work to be considered a cooperative learning situation:

- face-to-face interactions where students help and support each other's efforts to achieve;
- individual accountability and personal responsibility to achieve the group's goals;
- frequent use of interpersonal and small group skills that support cooperative group work; and
- frequent group processing and reflection to improve the effectiveness of the group's functioning.

In cooperative learning situations, group members succeed only if all members succeed.

Cooperative group learning (Appendix D) enables teachers to organize their classroom activities so that their students can interact with and learn from each other, their teacher and their surrounding environment. Cooperative group learning:

- supports effective school practices that contribute to the learning and personal and social development of all students;
- supports student diversity and promotes race and ethnic relations; and
- maximizes equality of educational opportunity.

Service Learning

Service learning (Appendix E) combines academic goals with community service. It is a method of teaching and learning that integrates practical life experience, service to the community and academics for students of all ages. Rather than presenting information to students in the isolated environment of a classroom, students engaged in service learning tasks see and experience the practical application of knowledge they have gained. While service learning strives to reinforce classroom academics, it also provides opportunities for character building and personal growth. Working within the community can teach students more about the diverse world in which they live, help them develop compassion and understanding and provide a sense of civic responsibility.

Jennifer Fager (2001) states that the advantages of participating in service learning are that it:

- increases students' feeling of connection to their community;
- helps students develop awareness of diversity;
- provides a relevant context in which students can learn skills;
- improves students' self-esteem and confidence;
- increases motivation and an interest in learning;
- nurtures nonacademic strengths and talents;
- reinforces values such as justice, compassion or citizenship; and
- builds community support for education.

Violence Prevention Programs

Violence prevention programming is based on the belief that violence is primarily a learned behaviour and that learning about the impact and alternatives to violence at an early age can prevent its occurrence in later life. Furthermore, such programs acknowledge that all forms of violence are fundamentally similar. That is, violence in all its forms is basically about one person (or group of people) exercising power and control over another.

Schools are well positioned to partner with families and the community to prevent or significantly reduce violence among children and youth. A key to an effective school-based violence prevention program is the recognition that violence is a complex issue that reaches beyond the individual to focus on changing the total school environment to create a safe, non-violent learning community. According to RESOLVE Alberta (2002), violence prevention programming can be directed at the total school (universal or primary prevention programs), at a group considered "at risk" (secondary or selected prevention) or at a group experiencing violence as a victimizer or victim (tertiary or targeted prevention programs).

Violence takes many forms and can be understood as the actual or threatened use of physical, verbal, sexual or emotional power, intimidation or harassment by an individual or group which is harmful to the physical, psychological or social well-being of an individual or group.
Alberta Learning (1996)

A Comprehensive School-based Response to Violence

Strengthening a culture of nonviolence in schools begins with a strong endorsement by all school and community members of the value of violence prevention and a shared belief that working together will make a difference. This work requires communication and collaborative teamwork among board, division office and school staffs, students, parents and community members. Planning a comprehensive and integrated violence prevention strategy requires activity on a number of different fronts. Cohen, Davis and Aboelata (1998) suggests that a comprehensive approach to violence prevention includes a range of activities described in the following points:

A comprehensive approach to violence prevention includes:

- *policies and practices*
- *parental involvement*
- *awareness and knowledge*
- *skill training and development*
- *collaboration and partnerships*

1. A school-wide prevention plan includes policies and practices that support:
   - a declaration that all students, staff and community members have a right to a caring, respectful and safe school environment;
   - a strong statement about the school's stand against all forms of violence;
   - a clear understanding that violence is about a person or group exercising power and control over another;
   - a clear statement of roles, responsibilities and commitment of all members of the school community to prevent violence and to help those affected;
   - a clear outline of what action the school will take in dealing with all forms of violence impacting children and youth; and
   - a focus for staff, student, parent and community input on issues related to violence.
2. Parent involvement is critical as the family is the primary educator in the development and well-being of their child. School-home partnerships can be strengthened by involving parents in violence prevention activities and sharing information with parents about violence prevention strategies,

communications skills, conflict resolution and problem solving. This will strengthen their ability to model and reinforce concepts and skills that their children are learning in school.

3. A school-wide prevention program increases students' awareness and knowledge about violence and teaches them non-violent alternatives to conflict. The skills that address violence in its many forms include:
   - good interpersonal communication skills;
   - conflict resolution skills;
   - non-violent responses to conflict;
   - the ability to understand and take the perspective of others;
   - problem solving that includes learning about alternatives to violence; and
   - developing healthy relationships built on mutual care and respect.
4. Teaching for school staffs, parent and community members provides all who interact with students an opportunity to examine their attitudes about violence and their expectations for student behaviour. Such ongoing and specific training helps to:
   - come to a common understanding about forms of violence;
   - teach school staff, parents and community members how to defuse conflict;
   - use positive, restorative approaches to discipline; and
   - use non-violent ways to intervene in crisis situations.
5. School and community collaboration and partnerships work together to reduce the occurrence of violence. Preventing violence is a community concern. School-community links that strengthen school-based approaches to violence prevention include:
   - accessing local resources for training and teaching within the school;
   - supporting a range of intervention services; and
   - providing assistance within the school and/or community for victimizers and victims of violence.

Conflict Resolution Education

Conflict resolution education is a vital tool in violence prevention. Good conflict resolution is about solving problems in conflict situations. It is non-violent, meets the needs of those involved and improves relationships. Conflict resolution relies primarily on individual skill development that is intended to improve interpersonal skills and strengthen a person's ability to avoid conflict. Conflict resolution education teaches students to step back from a conflict situation. It teaches them to analyze the situation and

use alternatives to violence when resolving their personal and interpersonal problems. Such programs strive to:

- provide students with knowledge about violence and conflict;
- increase students' understanding of their own and others' feelings; and
- teach students personal and interpersonal skills necessary to avoid violence.

Kreidler (1997) writes that the following key concepts underline conflict resolution education:

- Conflict is a normal and natural part of life and the goal of conflict resolution is to resolve conflicts in a constructive way.
- Difference is to be recognized and appreciated.
- Conflict is not a contest and when viewed as an opportunity for solution building can lead to positive change.
- There are a number of different ways to handle conflict and when those in conflict build on each other's strengths to find solutions, a climate is created that nurtures well-being and provides opportunities for meeting mutual needs.

Conflict resolution program typically focuses on:

- *understanding conflict*
- *styles of conflict resolution*
- *essential skills for conflict resolution*
- *principles of win-win negotiation*
- *interpersonal problem solving*

Components of a Conflict Resolution Education Program

A conflict resolution program typically focuses on components that help students develop critical skills necessary for the constructive resolution of conflict. These components include:

1. **Understanding that conflict:**
   - is present in all human relationships;
   - is a part of living and growing so is natural, pervasive and unavoidable;
   - is a signal that change is necessary;
   - is about difference and is neither good nor bad;
   - is not about right or wrong; and
   - is not a contest of winning and losing, but about meeting needs and interests.
2. **Styles of conflict resolution**. A person's response to conflict depends to a large extent, on their experiences with conflict, the context and the issue. Although a person's style of responding to conflict may differ, a number of styles or patterns of conflict resolution have been identified.
   - **Confronting**. This style is the most adversarial pattern of conflict resolution and frequently relies on power and control. Conflict is resolved through a competitive win/lose strategy.
   - **Avoiding**. A person using this style ignores the conflict in hopes that it will disappear. Such an approach to conflict serves neither party and can lead to the escalation of conflict.
   - **Accommodating**. A person using this approach to conflict focuses on the other person's wants to the exclusion of their

own personal needs and interests. Accommodators have a high regard for the relationship and are willing to sacrifice personal goals because they fear that the conflict may damage the relationship with the other person.

- **Compromising**. A compromising style is focused on satisfying both parties' needs to some extent, with a preference towards personal needs. A person using a compromising style believes that it is better to "give a little" and assumes that one cannot get everything in a conflict situation; therefore, they will push for some goals that will not jeopardize the relationship with the other person.
- **Collaborating**. This style of conflict resolution is focused on satisfying both parties' needs to the greatest extent possible and relies on consensus to agree on a mutually satisfying solution.

3. **Essential Skills for Conflict Resolution**. Communication is an essential part of conflict resolution. Clear communication is essential for understanding conflict and finding mutually satisfying solutions. Essential communication for conflict resolution involves receiving as well as sending skills.
   - **Active Listening**. Encourages understanding and lets the other person know that they have been heard. An active listener must temporarily suspend or put their personal point of view on hold while tuning into the other person's thoughts and feelings. Active listening can de-escalate a conflict situation and includes some of the following techniques:
     - Paraphrasing – the simple form of active listening that involves repeating back the information expressed.
     - Clarifying – a way of questioning to gather more information in order to build a better understanding of the issues being presented. Clarifying questions, when accompanied by other active-listening skills, help to get at the underlying issues.
     - Reflection – similar to paraphrasing but includes a focus on the underlying feelings the speaker is experiencing. With reflection the listener attempts to reflect back the underlying feeling being experienced by the speaker.
     - Summarizing – to repeat or voice back the ideas, themes or main points expressed by the speaker in order to review and to acknowledge that the listener has heard everything that has been said.
   - **Assertive Communication "I" Language**. Is a way of communicating that focuses on expressing oneself – personal needs, feelings and perspectives – in a manner that is clear, direct and neither threatening nor attacking. The structure of assertive communication has four parts:

- When you … (describe the behaviour)
- I feel … (describe how the behaviour makes you feel)
- Because … (state the effect on you)
- I need … (state what you want to happen)

"When I think about going back to school, I have mixed feelings. On the one hand, I would like the challenge but I'm concerned that I could become overloaded. I would like some assurance that when I start my classes that you will help out with responsibilities around the house."

4. **Principles of win-win negotiation** when taught in schools involves the following steps:
   - **Identify positions or interests**. In a negotiation, positions are what is wanted and interests are the reason why a person wants it.
   - **Present and listen**. State your position and your interests and listen to the other person's positions and interests. Use active listening to move the discussion from positions to mutual interests.
   - **Brainstorm possible solutions**. Identify as many ways as possible to solve the problem without judging them as good or bad.
   - **Eliminate solutions that are unacceptable**. Reflect on the list of possible solutions and cross out ideas that either does not like.
   - **Choose a solution** that meets the interests of those involved.
   - **Make a plan of action**. Once a solution has been chosen, decide what needs to be done and who will do what and when.
5. **Interpersonal problem solving** is made up of the following:
   - **Preparing –** This involves establishing a commitment to resolving the problems and agreeing to tell the truth; respecting each other; listening without interrupting; maintaining confidentiality; and taking responsibility to carry out the agreement.
   - **Stating the problem –** Each person in turn briefly states the problem as they see it, expresses their feelings about the situation – what they want to resolve the problem and why they want what they do.
   - **Discussing the problem –** Each person in turn discusses the problem, how they feel about it, what they want and why they want it. Both use active-listening skills to understand each other's point of view.
   - **Brainstorming possible solutions –** Both parties generate as many solutions that would help solve the problem.
   - **Evaluating and choosing a solution –** Both parties evaluate the list of solutions, eliminate those that do not work for both of them and choose an option that both can agree on.

- **Making a plan –** This involves outlining and clarifying the action plan, agreeing on what needs to be done and by whom, anticipating potential problems and methods of handling them and establishing a method of monitoring and evaluation.

Peer Mediation

Peer mediation programming is often implemented in combination with conflict resolution education. Peer mediation is a negotiation-based strategy that teaches students mediation skills to help resolve conflicts among their peers. Student mediators use these strategies to help keep minor school conflicts from escalating over time into serious disputes. Mediation teaches students an alternative set of skills that they can apply in conflict situations. Peer mediation has been used in a variety of situations and is often used as one piece of a broader curriculum of violence prevention and conflict resolution.

Peer mediation programs are most effective when the entire school community – that is, the school staff, students, parents and community – understand and commit to the principles and practices of conflict resolution education and mediation. The development and promotion of a common language about conflict and conflict resolution among all members of the school community is important to program success. Peer mediation programs assume that conflict is normal and such conflicts can be used as a positive force to foster personal growth and change. Peer mediation programming introduces and directs an active school-wide change process. The specific benefits of peer mediation programming are that it:

- teaches parents, students, teachers and administrators to see conflict as a natural everyday occurrence and an opportunity to grow and learn;
- creates a safe, healthy school climate by reducing the frequency of destructive conflicts and violence;
- builds a sense of cooperation and improves school climate by promoting communication and mutual understanding between individuals;
- improves parent-student-teacher relationships within the school;
- provides an adjunct to school discipline that empowers students to regulate and control their own behaviour;
- reduces the time teachers and administrators deal with discipline;
- reduces the number of student suspensions;
- develops student leadership skills and increases student participation; and
- promotes self-esteem for all students (Schrumpf et al., 1991).

Peer mediation programs need to exist as an adjunct to a total school-wide approach to student discipline. An effective mediation program requires a caring and respectful school environment where the skills, attitudes and knowledge of mediation are modeled, taught and positively reinforced through daily interactions and worked into the total instructional program (Appendix F).

Bullying Prevention

Bullying is a type of aggression where there is a clear imbalance of strength or power between the bully and the victim. Bullying can be physical, verbal and/or psychological in form and it can be direct or indirect in nature.

A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students.
(Olweus, D. 1993)

Bullying prevention programs are a whole school effort designed to send a message that bullying will not be accepted in school. School-wide anti-bullying programs grow from a caring and respectful school environment and depend on adult involvement and the education of students to recognize instances of bullying. Effective programs rely on a number of components to reduce or prevent bullying:

- improved supervision;
- classroom rules against bullying;
- positive and negative consequences for following and violating rules;
- serious talks with bullies and victims;
- prevention plans to strive to develop a school environment characterized by warmth and positive adult involvement;
- conference days to discuss bullying;
- meeting with parents of bullies and victims; and
- regular classroom meetings.

Key elements of bullying are:

- *a clear power imbalance*
- *the bully's intent to harm*
- *the victim's distress*
- *repetition of acts of bullying over time*

School Anti-Bullying Policy

Bullying and victimization must be addressed on many levels. To be successful, anti-bullying interventions require a systemic approach that focuses beyond the bully and victim to include students, the school, parents and the larger community. A school-wide policy supported by individual skill training and staff development is the cornerstone of anti-bullying interventions. Key features of a school-wide policy on bullying and victimization include:

- a strong statement about the school's stand against bullying;
- a clear and concise definition of bullying;
- a declaration that all students have the right to a caring, respectful and safe environment;
- a statement of responsibilities of all members of the school community;
- a commitment to prevent bullying and to assist those affected; and
- a clear outline of what the school will do to deal with incidents of bullying (Rigby, 1998).

Section II: Summary Points

One of schools' primary functions is to provide all students with the education they need to live productive and satisfying lives.

Saskatchewan's Core Curriculum represents a model of learning that integrates curriculum, instruction and assessment to support all students in achieving the knowledge, skills and attitudes necessary to succeed in school and in life.

Personal and social development of students is a shared responsibility among parents, educators and community members.

The provincial curricula together with school-wide initiatives embed personal and social skill development into classroom instruction and at the same time target concerns related to harassment, bullying, aggression and violence.

A school's code of conduct lists a set of positive characteristics that students, teachers, parents and community accept as desirable outcomes or goals for behaviour.

Strengthening a culture of non-violence in schools begins with a strong endorsement by all school and community members of the value of violence prevention and a shared belief that working together will make a difference. A culture of non-violence sends a message that violence in all its forms is not acceptable.

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Section III:

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Summary

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Comprehensive Services and Supports

Societal change and the complexity of students' needs have increased the demands on schools. Schools today have a role to play in supporting the delivery of a range of appropriate programs and services to promote learning excellence and personal and social well-being for all children and youth. Schools share this function with many in the community and need to partner with others to meet the diverse learning needs of children and youth.

The provision of a comprehensive array of services and supports depends on people working together within and across sectors and communities.

Caring and respectful schools bring educators, students, families, community members and human service providers together to maximize student learning and healthy development. They support the delivery of appropriate programs and services that span a range of approaches that promote academic, personal and social development and address the learning, personal and social needs of children and youth. These programs and services apply to all children and youth regardless of their ages or life circumstances. They lead to timely actions and are intended to address barriers to learning, prevent and/or minimize problems and provide support for students with complex needs. The provision of a comprehensive array of services and supports depends on people working together within and across sectors and communities to strengthen factors that support the well-being and educational success of children and youth.

Authentic Partnerships

www.sasked.gov.sk.ca/branches/cap_building_acct/school_plus/ap/index.shtml

Authentic partnerships among and between educators, parents, students, community and human service providers are needed to support all Saskatchewan students in achieving the knowledge, skills and attitudes necessary for success in school and in life. Authentic partnerships find their purpose and energy in collective action. Such partnerships grow from a commitment to a common purpose, develop over time and are nurtured by mutual trust and respect. Within caring and respectful schools, these partnerships commit people at the classroom, school and community level to improving the educational experiences and personal and social well-being of children, youth and their families. Authentic partnerships are characterized by:

- openness to share information;
- willingness to contribute equally to planning, decision making and the pursuit of mutual goals;
- agreements on working relationships, policy and program objectives; and

- commitment to sharing responsibility, resources, risks and benefits over a specified period of time.

These partnerships are strengthened through planned processes that bring people together in new collaborative relationships for reflection, inquiry and shared decision making. Authentic partnerships create a sense of community and strengthen a school's ability to provide high quality educational programs and supports that will improve the chances that all Saskatchewan students will succeed in school and in life.

Positive Discipline Practices

Positive models of discipline are characterized by:

- *responsibility*
- *cooperation*
- *positive interdependence*

Responsibility, cooperation and positive interdependence characterize effective models of discipline. These models are designed to provide students with the skills necessary to become self-regulated learners motivated to make responsible choices. They foster responsibility, critical thinking and promote shared decision making. Such approaches to discipline move students to self-responsibility through the anchors of structure and choice.

Models of positive discipline are based on the belief that students cannot learn responsibility without structure, choices and opportunities to make mistakes and learn from them. Such models of discipline invite student participation and provide them with critical opportunities to contribute in significant ways to the discipline process. Discipline within this context can best be thought of as:

- restorative in nature, seeking to resolve conflicts not punish misbehaviour;
- a set of skills that allows for effective learning: discipline is not punishment;
- enhancing self-knowledge, self-esteem and self-confidence;
- part of the teaching-learning process that promotes the development of integrity, accountability, personal values and self-management;
- recognizing and respecting cultural diversity and individual differences;
- adhering to the principles of fairness and equity;
- guiding intervention strategies for students; and
- dynamic and flexible.

Caring and respectful school environments promote positive discipline practices that are restorative in nature and see student discipline as part of the teaching-learning process. Restorative approaches to discipline seek to repair relationships, to make them right. Claassen (1993) notes that restorative approaches to discipline:

- view inappropriate behaviour primarily as interpersonal conflicts that need to be resolved rather than the violation of a school rule that needs to be punished;
- view conflict and misbehaviour as a teachable moment;
- empower those involved in the conflict or misbehaviour to be involved in the process and finding solutions;
- engage the individuals in conflict in collaborative problem solving to resolve their conflict and to take responsibility for making things right;
- are designed to deal with conflicts or misbehaviour at the earliest possible opportunity;
- recognize that not everyone will cooperate with this approach and therefore there will be a need for consequences that are reasonable, related and respectful; and
- require follow-up and monitoring.

Discipline, from a teaching and learning perspective, is more than behaviour or classroom management. It involves teaching students the skills necessary to become self-disciplined learners who are able to make responsible choices. Discipline practices are promoted that recognize students and other school and community members for making positive behavioural choices. At the same time, such practices are grounded in the belief that students need to be accountable for their behaviour. Students, then, are not excluded from school because of problem behaviour; rather, they are given opportunities to learn more appropriate behaviour.

Framework for Comprehensive Services and Supports

www.sasked.gov.sk.ca/branches/cap_building_acct/school_plus/cpei/index.shtml

A comprehensive framework for services and supports lays the foundation for helping all children and youth meet with educational success and provides assistance for those with learning, personal and social needs. Sugai, Sprague, Horner and Walker (2000) suggest that a continuum of services and supports range from:

- universal interventions for all children and youth in support of learning excellence and well-being;
- selected interventions for vulnerable groups or individuals; and
- targeted interventions for those students identified as having complex learning and/or personal and social needs.

Universal Interventions

Universal interventions are school-wide initiatives that support the academic success and personal and social well-being of all students. Such interventions are preventative in nature, promote learning excellence and pay systematic attention to teaching, monitoring and

reinforcing positive social behaviour for all students. Universal interventions are described in the following points:

1. ***Caring and respectful school and classroom environments*** are open, inclusive and culturally affirming and all staff show an unconditional commitment to helping every child and young person succeed. They actively engage parents and share responsibility with families and the community for the education and well-being of children and youth. Caring and respectful school environments nurture understanding and respect among diverse groups and see learning as a continual lifelong process. They focus on excellence in teaching and learning and support the delivery of appropriate services and supports at the community level for students and their families. Caring and respectful schools ensure that all students have access to a barrier-free learning environment and benefit equally from a variety of learning experiences and needed supports and services in the classroom, the school and the community.
2. ***Responsive curriculum and instruction*** is flexible and adapted to the needs of the learner. It provides all students with a variety of developmental and learning experiences plus the supports they need to maximize their learning potential. Responsive curriculum and instruction is influenced by the learning environment (that is, the classroom and school climate); curriculum topics and materials; instruction; the quality of relationships among and between teachers, students, parents and community members; and the values and needs of the community.
3. ***A code of conduct*** developed collaboratively with school and community members represents a core set of values that the larger community accepts as desirable outcomes or goals for student behaviour. A school code of conduct becomes the standard against which behaviour, school and classroom rules and procedures are evaluated. A school code of conduct assists staff, students, parents and community members to define, model, teach and reinforce appropriate expectations for behaviour. A school's code of conduct is strengthened when all community members share responsibility to ensure that their daily interactions and relationships model the values of care and respect.
4. ***Effective classroom management*** practices encompass a range of specific teacher behaviours that reduce the occurrence of behavioural difficulties and discipline problems. Components of an effective classroom management plan include but are not limited to such things as: the promotion of a caring and respectful classroom environment, responsive curriculum and instruction and clearly understood, predictable classroom procedures and routines.

Universal interventions are school-wide initiatives that support the academic success and personal and social well-being of all students:

- *caring and respectful school and classroom environments*
- *responsive curriculum and instruction*
- *a code of conduct*
- *effective classroom management*
- *positive school-wide discipline practices*
- *proactive school-wide initiatives*
- *collaborative relationships*

5. ***Positive school-wide discipline practices*** support a school's code of conduct. Such practices promote an approach to discipline that is restorative in nature and places student discipline into the teaching learning process. Positive discipline practices involve teaching students the skills necessary to become self-disciplined learners who are able to make responsible choices.

6. ***Proactive school-wide initiatives*** promote personal and social well-being of all children and youth. Such initiatives embed personal and social skill development into classroom instruction and interpersonal interactions and they target concerns related to harassment, bullying, aggression and violence. Together with the provincial curricula, the following types of initiatives strengthen a school's capacity to be inclusive, caring and respectful learning communities where all children and youth belong, are valued and are successful. More details related to these initiatives are included in Section II of this document.

    - ***Character education*** in the broadest sense, is the deliberate effort to help students understand and act in ways that are consistent with a core set of ethical values. Character education describes the general curriculum and organizational features of schools that promote the development of fundamental values in children and young people.
    - ***Cooperative learning*** experiences involve groups of students working together on academic tasks, discussing information and practising personal and social skills that support classroom instruction. Cooperative learning activities are carefully organized and structured so as to promote the participation and learning of all group members in a cooperatively shared undertaking.
    - ***Service learning*** combines academic goals with community service. It is a method of teaching and learning that integrates practical life experience, service to the community and academics for students of all ages. Students engaged in service learning tasks see and experience the practical application of knowledge they have gained.
    - ***Violence prevention*** programs are based on the belief that violence is primarily a learned behaviour and that learning about the impact and alternatives to violence at an early age can prevent its occurrence in later life.
    - ***Conflict resolution education*** relies primarily on individual skill development intended to improve interpersonal skills and strengthen a person's ability to avoid conflict. Conflict resolution education teaches students to step back from a conflict situation and teaches them to use alternatives to violence when resolving their personal and interpersonal problems.

- ***Peer mediation*** programming is often implemented in combination with conflict resolution education. Peer mediation is a negotiation-based strategy that teaches students mediation skills to help resolve conflicts among their peers. Student mediators use these strategies to help keep minor school conflicts from escalating over time into serious disputes.
- ***Bully prevention*** programs are a whole school effort designed to send a message that bullying is not accepted in school. School wide anti-bullying programs grow from a caring and respectful school environment and depend on adult involvement and the education of students to recognize instances of bullying.

7. ***Collaborative relationships*** among and between educators, students, families, community members and human service providers build a variety of informal and formal partnerships within their community to strengthen the learning experiences for all students and meet identified community needs.

   The following are examples of some ways that schools can develop links with the community:

   - ***Mentorship programs*** link children and youth with caring and supportive adults willing to make a sustained personal commitment to the relationship. Most mentorship programs focus on school-based tutoring, career education and role modeling. At the same time, they provide adults with a variety of opportunities to contribute to student learning and to develop meaningful relationships with children and youth.
   - ***Cooperative alliances*** with neighbourhood and community agencies, civic organizations and church groups provide students with learning experiences and volunteer and service learning opportunities beyond the classroom. They also open the school up to the community.
   - ***School/business partnerships*** are collaborative relationships that are mutually beneficial. They are established to enhance learning opportunities for all students and provide instructional supports for teachers.

Selected Interventions

Selected interventions are necessary for certain students whose learning needs or behaviour signal a need for early intervention to prevent problems from escalating. Selected interventions for this small group of students often take the form of extra academic assistance and additional attention from related school and school system ancillary personnel. These selected efforts are designed to improve the overall level of academic and behavioural functioning.

reduce problem behaviour and increase the likelihood of school success. Selected interventions provide for a range of supports and services for these students including:

1. ***Collaborative home-school planning*** engages parents and guardians in the education of their children. Increased parental involvement supports student learning and leads to higher student achievement, improved attendance and more positive student attitudes and behaviour. Collaborative home-school planning engages those who are related to the student's learning program: the student, peers, family, teachers, educational assistants and ancillary support personnel. Such planning promotes teamwork to assist students to achieve well-being, learning and success in school.

Selected interventions are necessary for certain students whose learning needs or behaviour signal a need for early intervention to prevent problems from escalating.

- *collaborative home-school planning*
- *adaptive classroom instruction*
- *assessment and program supports*
- *resource support, learning assistance, or special educational assistance*
- *small group personal and social skill development*
- *personal program plans*

2. ***Adaptive classroom instruction*** provides flexibility in the school program and enables schools and teachers to adapt curriculum materials and topics, instructional practices and instructional environments in order to provide for the most appropriate learning program for students.

3. ***Assessment and program supports*** help to create optimal conditions for meeting the diverse learning needs of all students. It is important that teachers use a variety of fair, unbiased and appropriate assessment and evaluation practices to meet the diverse learning needs of students. Assessment and evaluation is a continual process involving a variety of approaches linked to curriculum objectives, student abilities and teacher practices. Assessment and evaluation practices document the results of student learning and provide teachers with information to improve programs and services for all students. Such practices are carried out in collaboration with parents, the educational team and students, when appropriate.

4. ***Resource support, learning assistance or special educational assistance*** is required for students with complex learning needs. Qualified personnel are required to work closely with the classroom teacher to meet the needs of all students in their classroom. The role taken by the resource/learning assistance or special education teacher may include consultation; co-teaching; small group or individual instruction; development, writing and monitoring of personal program plans; supporting the educational assistants; and liaison with ancillary support agencies and personnel.

5. ***Small group personal and social skill development*** is supportive of a school's code of conduct and serves to reinforce school-wide expectations for behaviour. Direct teaching may be a necessary

addition to classroom instruction for some students to acquire the personal and social skills necessary to be successful at school and within their social world. Such instruction is designed to increase students' awareness of the impact of their behaviour on others and to acquire new skills. This skill instruction can be thought of as clustering around broad areas such as cooperation, assertion, responsibility, empathy and self-control.

6. ***Personal Program Plans*** are necessary for students requiring individualized programming and special education support. Personal Program Plans are developed by a school-based team in collaboration with those directly involved with the student. Parents are essential partners in the development, implementation, evaluation and revisions of the Personal Program Plan.

Targeted Interventions

Targeted interventions are intended for those students identified with complex needs and/or chronic patterns of problem behaviour. A small number of students require intensive interventions that are highly individualized. Many supports and services needed by these children, young people and their families involve multiple agencies, community-based service providers and intense family support. Often, schools are the best location to deliver appropriate services and supports to children, youth and families. The coordination of activity between service providers and schools results in more effective and efficient use of services and supports. Effective targeted interventions provide for a range of services for these students and include:

1. ***Individualized behaviour intervention plans*** (Appendix G) in combination with small group pro-social skill instruction may be necessary for some students with complex behavioural needs. Such intervention plans work best when they are part of overall positive school-wide discipline and classroom management systems.

   The development of a behaviour intervention plan for a student experiencing significant behavioural difficulties begins with a determination of the seriousness of the problem behaviour. Such plans involve a functional behavioural assessment. A thorough functional analysis examines problem behaviour in context and looks closely at the conditions that are ongoing before, during and after the behaviour occurs. The assessment leads to questions about the classroom, curriculum, instruction and the communicative function of the behaviour. This information is used to determine the purpose of the behaviour and guides the development, implementation, monitoring and evaluation of behavioural interventions.

Targeted interventions are intended for those students identified with complex needs and/or chronic patterns of problem behaviour.

- *individualized behaviour intervention plans*
- *nontraditional schooling in alternative settings*
- *integrated school-linked services*

The objective of behavioural assessment is to identify problem behaviours and their controlling variables, to measure changes in those behaviours as the result of a planned intervention and to evaluate the durability of behaviour change over time.

The management of behaviour problems requires a systematic, consistent approach to problem solving. Such an approach includes:

- pinpointing the target behaviour;
- completing a functional analysis of the behaviour;
- setting goals;
- choosing positive programming strategies;
- writing a plan;
- training;
- reviewing progress; and
- troubleshooting.

2. ***Nontraditional schooling in alternate settings*** may be necessary for some students due to their unique personal, social and/or learning needs. These additional programs are part of a comprehensive array of services and supports and are available when necessary to ensure that each student has the learning and educational opportunities necessary to live a productive and satisfying life. These programs provide a range of options from alternative programming for youth who have dropped out of school to programs for students with complex and often coexisting learning, personal, social, emotional and/or developmental difficulties. While models for serving students with complex needs vary, effective programs are built on the following elements:

   - ***a re-entry plan*** developed at the time of placement;
   - ***a functional assessment*** of student needs in order to develop and implement an individualized educational and treatment plan;
   - ***an individualized educational curriculum*** designed to meet the strengths and needs of the student's academic, personal, social and behavioural skill development;
   - ***responsive instructional practices*** and flexible delivery of learning opportunities to ensure that each student meets with success;
   - ***a transition plan*** developed among the referring school, the alternate setting and other community-based service providers when the student enters the alternate setting. This plan ensures that the student's program is developed to support transition back to the referring school or to another regular educational setting;
   - ***partnerships*** and involvement of a broad array of

community-based agencies and human service providers, for program development, implementation, monitoring and evaluation;

- ***a caring and respectful learning environment*** where all students, staff, families and service providers feel, safe, welcome and valued;
- ***teaching staff with special qualifications***, training and/or experience for teaching students with complex needs;
- ***allocated time*** for consulting, program development and professional development; and
- ***accountability and evidence-based planning*** designed to ensure that the program is effective in meeting the needs of the students being served.

3. ***Integrated school-linked services*** address the needs of a growing number of students. While many of the services needed by children and youth with complex needs are beyond the mandate of educators, schools are often in the best position to provide, or link to, a range of services to address these complex needs. The provision of integrated school-linked services requires collaboration and a commitment to work together to achieve shared or compatible goals.

   The following are examples of integrated models of service delivery that support interagency partnerships and strengthen integrated, school-linked services.

   - ***Integrated Case Management*** is a holistic process promoting shared leadership and the coordination of planning, decision making and resources for children and youth with complex needs and their families. This process recognizes the central role of the family, ensures access to timely and appropriate services and provides a framework for accountability. A designated case manager working with a multi-sector and multi-disciplinary team coordinates case management activities and is responsible for coordinating, administering and monitoring the integrated case management process and plan for a particular student and family with complex needs (Government of Saskatchewan, 1998).
   - ***The Integrative Wraparound Process*** is not a program or type of service, rather it is a community-based approach to providing individualized plans of care for children and youth with complex needs and their families. Integrative wraparound incorporates a family-centred and strength-based philosophy of care to guide service planning. It reflects the voice and choices of the child or youth and the family (Government of Saskatchewan, 2002).

- ***The Restorative Justice Model*** known interchangeably as "family group conferencing" or "community justice forum" is built on the philosophy of community healing. It is not a specific program but reflects a new way of settling legal matters using measures other than the criminal justice system. The model holds offenders accountable for their behaviour while providing them an opportunity for reconciliation with the victim. Within the context of the restorative justice philosophy, the victim, family and the broader community are seen as the recipients of the harm caused by the offender's actions. This approach is appropriate when the offender has acknowledged guilt and the victim consents to participation in the process (Murray, 2000).

Section III: Summary Points

Caring and respectful school environments promote positive discipline practices that are restorative in nature and see discipline as part of the teaching-learning process. Restorative approaches to discipline seek to repair relationships, to make them right.

Positive approaches to discipline are characterized by responsibility, cooperation and positive interdependence. They provide students with an opportunity to learn the skills necessary to become self-regulated learners motivated to make responsible choices.

Schools serve a vital role in supporting the delivery of a comprehensive array of appropriate programs and services. Schools share this function with many in the community and need to partner with others to meet the diverse learning needs of children and youth.

A comprehensive array of programs and services spans a range of integrated approaches and applies to all children and youth regardless of their ages or life circumstances. These programs and services lead to timely actions and are provided in a manner that is integrated, easily accessible and linked or based in schools.

Universal interventions are preventative school-wide initiatives that support the academic success and personal and social well-being of all students.

Selected interventions are necessary for certain students whose learning needs or behaviour signal a need for early intervention to prevent problems from escalating.

Targeted interventions are intended for those students identified with complex needs and/or chronic patterns of problem behaviour.

Section III: References and Resources

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Authentic Partnerships

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Section IV: Crisis Response

Personal Impact

Developing a Crisis Response Plan

Pre-Crisis Initiatives
- Developing a Crisis Response Team
- Staff Training and Development
- Basic Communication Plan

Crisis Intervention Plans
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- Sudden Death, Serious Injury or Illness
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- Processing After a Crisis
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Summary

References and Resources

Crisis Response

Schools deal with a variety of sudden and unexpected situations that have the potential to adversely affect students, staff and the wider community. Such events occur in a unique context and one plan fitting all schools is impractical. Caring and respectful schools, under the leadership of the in-school administrator, engage in collaborative advanced planning to ensure a timely and reasoned response during and following a crisis. Such planning is intended to guide interventions, coordinate actions and minimize trauma following a crisis.

By definition, a crisis can be any serious disruption in the balance or equilibrium of a person, family or group.

By definition, a crisis can be any serious disruption in the balance or equilibrium of a person, family or group. It can be considered an extraordinary, unexpected event that creates emotional turmoil and requires an immediate response. Crises have the following characteristics:

- They are sudden.
- They are often short in duration.
- Those involved are not adequately prepared to handle the event.
- People's normal mechanisms of coping with stress fail.
- The emotional turmoil associated with a crisis has the potential to produce long term negative effects for victims of a crisis.

The most common types of crises faced by schools relate to:

- *conflict or violence*
- *suicides*
- *sudden death or injury*
- *natural disasters*

According to Petersen and Straub (1992) the most common types of crises faced by a school are:

- conflict or violence-based crises;
- suicides (attempts and threats);
- sudden death or serious injury of a member of the school community; and
- natural disasters.

Personal Impact

Although a crisis is unpredictable, people's reactions to a crisis are relatively consistent. For most, a crisis situation is emotionally overwhelming. The event's suddenness, its intensity and duration along with the victim's personal ability to cope with the situation will affect the severity of the reaction. Prior awareness and understanding of how people react in a crisis situation makes it possible to implement response plans that minimize the personal impact and prevent the precipitation of a secondary crisis. A person's responses during a crisis follow a predictable pattern. Mitchell and Resnik (1986) note the following patterns.

- ***Pre-crisis*** – the person or people are in a state of harmony or equilibrium.

- ***Impact*** – the time in which the stressful event occurs.
- ***Crisis*** – the person or group is aware of the stressful event and perceives it as a threat. The initial response is one of confusion and disorganization and is followed by trial and error responses as the person or group attempts to reorganize in the face of the crisis.
- ***Resolution*** – the person or group regains rational control over emotions and works toward a solution.
- ***Post-crisis*** – the person or group comes out of the crisis and returns to normal activity. For some, the crisis experience can leave them with long-term emotional damage. Others do not suffer lasting effects.

Developing a Crisis Response Plan

A crisis response plan lessens the confusion and trauma associated with a crisis or disaster.

It involves three levels of planning:

- *pre-crisis initiatives*
- *crisis intervention plans*
- *post-crisis activities*

The development of a crisis response plan lessens the confusion and trauma associated with a crisis or disaster. A crisis response plan ensures a timely and reasoned response during a crisis event. In the aftermath of a crisis the plan serves to reassure the school community and the general public that the school managed the crisis in a competent manner. In addition, such plans clearly define roles and responsibilities of school and board office personnel, the crisis management team, community members and service providers. Crisis response plans also outline clear protocols for communication and media interviews.

A comprehensive response plan involves three levels of planning:

1. **Pre-crisis initiatives** involve proactive activities designed to reduce the likelihood of a crisis from occurring.
2. **Crisis intervention plans** include those steps taken in the immediate aftermath of a crisis to minimize the effects of the crisis and to keep it from escalating.
3. **Post-crisis activities** are comprised of providing follow-up assistance to those affected by the crisis and review of the intervention plan in order to make necessary changes.

Pre-Crisis Initiatives

By its nature, a crisis occurs suddenly and there is insufficient time to plan and organize a coordinated response. When a crisis occurs, the ability to control the situation and prevent harm to individuals involved is determined by the level of readiness. Pre-planning is necessary to ensure safety during the crisis and to minimize the psychological, physical and social difficulties in the aftermath of tragedy. Advanced planning includes:

- identification of school division and/or school crisis response teams;

- involvement of community and agency support and resources;
- staff training and development;
- development of protocols for communication and dealing with the media;
- development of effective intervention plans for various crisis situations;
- development of debriefing and follow-up programs and services; and
- scheduling reviews and updates of crisis response plans.

Developing a Crisis Response Team

One or two people alone are not able to provide the help needed to lessen the effects of a school crisis. The in-school administrator needs to draw on a team of people to address the various aspects of a crisis, ranging from the intervention and communications, to the ongoing support for students and staff.

The strength of a crisis response team lies in the selection of members. Petersen and Straub (1992) write that the most effective teams are composed of people who:

- have specific areas of expertise;
- are flexible and available on short notice;
- can remain calm and think clearly in stressful situations;
- have good interpersonal skills and can work cooperatively with people;
- demonstrate leadership skills and decision-making skills;
- possess good communication and problem-solving skills; and
- are familiar with the school community.

At the division level, crisis teams are often composed of specialized school division personnel and community members with expertise in areas related to crisis response. Responsibilities of a crisis response team include:

- establishment of division-wide guidelines;
- development of anticipated contact lists of support people and agencies who can be accessed by schools in the event of a crisis;
- establishment of links with community-based professionals and agencies;
- provision of ongoing staff training and development;
- ensuring that each school has a fully operational crisis response team and is aware of current procedures and protocols;
- coordination of special assignments of school and community personnel in the event of a crisis;
- direction and support to members of the school community as the crisis evolves;

- handling media inquiries and communications with staff and the community;
- contacting other schools in the division that might have students and staff affected by the particular crisis event; and
- arranging for follow-up support and counseling for school staff.

Membership in a division-level crisis response team often includes:

- director of education or designate;
- coordinator of student services or special education support services;
- school counselor, educational psychologist or school social worker;
- mental health workers;
- division staff as needed; and
- community members and service providers with expertise in responding to crisis.

At the school level, members of the crisis response team are often chosen on the basis of leadership and personal skills that make them an asset in a crisis situation. Members of a school team:

- work with the division team;
- assist the in-school administrator in carrying out the specific intervention plan;
- assist in the follow-up review and improvement of school plans; and
- coordinate support services following the critical incident.

Membership in the school-level crisis response team often includes the:

- school-based administrator;
- counselor(s);
- special educators or key staff; and
- educational assistants and support staff.

Staff Training and Development

Training and staff development is key to the success of a comprehensive crisis response plan. The School Division Team has an important role to play in providing on going training and support to ensure that school personnel are prepared in the event of a crisis situation. Although the specific content of the workshops may vary, Lichtenstein, Schonfeld and Kline (1995) suggest the following key elements common for training:

- overview of crisis theory and its application to school settings;
- review of the concepts of grief and loss within a developmental framework;
- interventions specific to particular crisis situations; and
- team building and practice.

Basic Communication Plan

Effective management of communications during a crisis requires planning and the use of established protocols. Initial efforts in a crisis situation are often hampered by a lack information. It is important to communicate accurate information to school staff and students, division office personnel, parents, the community and the media. It is important that the in-school administrator verifies all information before it is communicated to staff and students within the school, and to external audiences.

A crisis fact sheet outlining basic information about the situation needs to be prepared and used to guide consistent communications about the incident throughout the crisis. Poland and McCormick (1999) state that a basic fact or information sheet should include the following information:

- all known facts about what has happened:
  - person writing the report,
  - time, date and location of the incident,
  - current status of the crisis;
- pertinent information about staff and students involved;
- current status of those involved;
- pertinent information about witnesses;
- other pertinent information;
- emergency assistance needed;
- whether the school will remain open or will there be a school dismissal;
- information about counseling and support services available; and
- time and location of family/community meeting if appropriate.

An effective communication plan ensures that clear, concise and accurate information guides an organized response that minimizes the trauma associated with a crisis. The essential components of an effective crisis communication plan should:

- be written and revised as needed;
- identify the spokesperson and alternate to handle all communications specific to the crisis;
- coordinate all communication through the designated spokesperson;
- share basic facts with all staff as soon as possible and as often as necessary;
- identify key audiences and best method for communication with each;
- share accurate information with key audiences as quickly as possible;
- list the location of required emergency equipment;

- establish various phone fan-out plans in advance for contacting target people specific to the different crisis situations; and
- identify appropriate locations for media and parent conferencing.

Crisis Intervention Plans

Crisis intervention is an active but temporary response during a period of extraordinary stress. A workable crisis response plan will vary depending on the specific nature of the incident. The primary objectives of all intervention plans should be to:

- assess the situation, verify facts and establish appropriate communication;
- ensure the personal safety of all individuals;
- enlist necessary support;
- defuse stress and tension;
- control the crisis and bring effective resolution to the situation; and
- ensure appropriate debriefing and follow-up support. (Alberta Learning, 1999).

Crisis responses or intervention plans are not careless approaches to helping people in time of need. Mitchell and Resnik (1986) write that crisis interventions follow a structure containing the following steps:

1. ***Assessment*** – A brief sizing-up of the situation is important. The relevant facts must be gathered and processed. The following questions need to be answered as quickly as possible:
   - What has happened?
   - Who is involved?
   - What was the cause?
   - How serious is the problem?
   - What steps need to be taken?
2. ***Planning*** – A preliminary plan of action needs to be made based on the assessment of the situation.
3. ***Intervention*** – The key to any successful intervention is action. Remember that the plan is intended to address safety needs and defuse the situation.
4. ***Monitoring*** – An intervention plan needs to be continually monitored. The situation must be continually evaluated against new information and changes need to be made if the initial plan is not working.
5. ***Follow-up*** – A comprehensive intervention plan requires follow-up. On going support for victims of the crisis is crucial. In addition, the intervention and communication process needs to be reviewed, plans need to be evaluated and if necessary, changes need to be made.

Learning cannot flourish in an atmosphere of hostility and aggression where students are worried about being hurt, being put down or having things damaged or destroyed.

Conflict or Violence-based Crises

Conflicts are a normal and inevitable part of school life. Providing students with an orderly environment in which to learn and ensuring student safety are becoming more challenging in many schools. Increasingly, teachers and administrators face situations involving serious conflicts among students and between students and teachers. Good classroom management skills, school codes of conduct and effective school-wide discipline practices are, for the most part, meeting these challenges.

Violence in schools occurs whenever anyone inflicts or threatens to inflict physical or emotional injury or harm upon another person's body, esteem or property. Learning cannot flourish in an atmosphere of hostility and aggression where students are worried about being hurt, being put down or having things damaged or destroyed. Violence prevention and conflict resolution are interrelated. Both share the common goal of helping people envision violence and conflict as learned and that non-violent alternatives and solutions are preferable and possible. Violence prevention and conflict resolution play important, complementary roles in reducing violence. Violence prevention programs are not enough – students also need to learn how to manage conflicts in constructive ways. Training students in conflict resolution assists schools in becoming caring and respectful learning communities.

Unfortunately, violence is as much a reality in schools as it is in society. Regardless of the measures taken by schools to prevent and manage minor disturbances and conflicts, schools need to have procedures in place to deal with violence related critical events.

Once an act of violence occurs, certain actions need to be taken immediately to prevent its escalation. (See Appendix J for information on diffusing a hostile confrontation.)

Suicide

For information and supports on suicide prevention contact the Canadian Mental Health Association – Saskatchewan Division Inc. at:

http://www.cmhask.com/friends_for_life/provides/index.php

http://www.cmhask.com/friends_for_life/workshops/index.php

http://www.livingworks.net/

Suicide, in the context of a school crisis is defined as death caused by deliberate, self-inflicted injuries. The impact of suicide is far reaching. It needs to be considered a community issue requiring a community response involving educational and community-based professionals. Like all crises, suicide occurs in a unique context and each will require a unique response. Many of the procedures related to coping with general crisis situations apply. Attention to the following specific considerations will ensure a comprehensive approach to responding to the crisis of suicide.

A comprehensive plan is made of up three levels:

1. ***Prevention*** – school-wide programs to reduce the probability of students choosing suicide.
2. ***Intervention*** – effective resources and supports to help students from committing suicide.
3. ***Postvention*** – an action plan to support a person following a suicide attempt and to prevent the possibility of a suicide cluster after a suicide has occurred.

Prevention programs include the following components:

- staff training;
- identifying and evaluating risk factors;
- suicide prevention education; and
- identification of community resources.

Appropriate prevention programs reduce the risk of students choosing suicide as an option and are a critical component of a school's overall response to suicide.

Interventions incorporating the general guidelines outlined in Appendix K, are helpful if you suspect that a youth is thinking about or planning a suicide.

Postvention activities following a suicide are an inherent part of prevention, because of the potential risk of suicide for those affected by a suicidal death. It is essential that the aftermath of a suicide be handled immediately in order to prevent suicide clusters. The crisis response team has responsibility for developing and carrying out postvention activity in the aftermath of a suicide. See post-crisis activities after this section for more information.

Sudden Death, Serious Injury or Illness

School divisions and schools have a responsibility to provide for the health and safety of students and staff in the event of an emergency. As in all emergency or crisis situations, advance preparation and planning will strengthen the school's capacity to protect and respond to the health, safety and emotional needs of students and staff. A comprehensive crisis response plan needs to address the following:

- allergies and anaphylaxis;
- serious accident;
- sudden death;
- lost student;
- school-related injuries;
- dangerous animals; and
- drug/alcohol overdose.

Natural Disasters

Natural disasters are sudden. They can inflict irreversible and community-wide devastation. During the turmoil of a natural disaster people invariably feel helpless and isolated. When a natural disaster strikes, communication systems are often disrupted and this serves to magnify victims' sense that their world is falling apart. Families and friends are left to worry about each others' well-being and whereabouts.

Unlike tragedies that strike one school, the impact of a natural disaster may involve more than one school, and/or the school division. Therefore, the response plan will need to facilitate the coordination of school division and local school response plans with the appropriate community emergency plans and the establishment of essential communication links.

The decision to activate the school's disaster plan is made by the principal of the school or the designate when:

- safety of the students and staff is at risk;
- directed by the superintendent or designate;
- directed by police or law enforcement officer; and
- recommended by the Director of the Local Emergency Measures Organization.

Common and/or potential natural disasters that can impact a school are:

- severe weather: e.g., thunderstorms, tornadoes, blizzards;
- fire;
- gas line breakage and/or explosion;
- chemical spill; and
- noxious gases.

Post-Crisis Activities

In most instances, the strong emotional experiences associated with a crisis are difficult to resolve. The impact of a violent act, suicide, sudden death or other crisis can be debilitating to school staff and students and can be disruptive to the daily routine in a school. Schools have a responsibility to assist students and staff members following a crisis incident at school. In the context of a school related crisis, the crisis response team has a role in supporting those affected in exploring their emotional experiences in an effort to minimize the trauma and bring about healing. It is important that people be given time and the permission to talk about their feelings after a crisis so they are better able to make the adjustment back to normal activity.

Poland and McCormick (1999) suggest that when working with children following a crisis it is important for members of the crisis response team to be visible and readily available immediately

following a crisis. They note that it is important for the response team to:

- realize that children are resilient;
- remember that recovery is effected through a supportive environment;
- work with children and their parents whenever possible; and
- seek out those who need help and not wait for victims to come to the team.

Processing After a Crisis

Processing after a crisis need not be complex. It is simply a way of talking about the incident. The objectives are to:

- facilitate the release of emotions;
- assist a large number of people following a crisis;
- provide group validation for feelings; and
- establish a network of support, strengthen the sense of community and foster hope for the future.

General processing guidelines can help those affected process their personal issues and reactions to the crisis. Poland and McCormick provide the following guidelines:

- Involve division crisis response team and community-based professionals.
- Hold separate sessions for students and staff.
- Allow children and adults to process together in family/community assemblies.
- Provide a supportive setting and ample time for students to discuss the incident and their feelings about the event.
- Provide a supportive location and ample time for the entire staff to process the crisis and their feelings about the incident.
- Ensure privacy and confidentiality for all participants.
- Bar the media from these processing sessions.
- Remember that everyone's story is accepted as valid.
- Give people permission to express their emotions and feelings fully.
- Identify those who will need more intensive help.
- Allow time for prayer.

Team Review After the Crisis

A critical part of a comprehensive response plan is team follow-up after a critical incident. As soon after the initial crisis response as possible, it is important to turn attention to the future. The crisis response team needs to regroup to review the incident and evaluate the outcome of the intervention in order to make necessary changes. Refining the crisis response plan is very important as the school prepares for future crisis events. According to Poland and McCormick (1999) follow-up needs to include:

- at least one meeting with members of the crisis response team and appropriate school division central office personnel;

- discussion of the impact of the crisis on team members;
- discussion of what worked well and an identification of problems as action items;
- assignment of individual responsibility for rectifying problems and agreement on a reasonable time line for completion of the action item;
- follow-up on action items;
- discussion of precipitating factors contributing to the crisis incident and where possible initiation of action to resolve these factors;
- a review of protocols and procedures and action to make necessary changes;
- evaluation of intervention activities and steps to make necessary changes;
- recommendation of additional staff training and professional development; and
- formal recognition of those who provided assistance during the crisis.

Section IV: Summary Points

Schools deal with a variety of sudden and unexpected situations that have the potential to adversely affect students, staff and the wider community. Such events occur in a unique context and one plan fitting all schools is impractical.

By definition, a crisis can be any serious disruption in the balance or equilibrium of a person, family or group. It can be considered an extraordinary, unexpected event that creates emotional turmoil and requires an immediate response.

For most, a crisis situation is emotionally overwhelming. The event's suddenness, its intensity and duration along with the victim's personal ability to cope with the situation will affect the severity of the reaction.

The development of a crisis response plan lessens the confusion and trauma associated with a crisis or disaster.

A comprehensive response plan involves three levels of planning. Pre-crisis planning includes proactive activities designed to reduce the likelihood of a crisis from occurring. Crisis intervention planning includes those steps taken in the immediate aftermath of a crisis to minimize the effects of the crisis and to keep it from escalating. Post-crisis planning activities are comprised of providing follow-up assistance to those affected by the crisis and review of the intervention plan in order to make necessary changes.

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APPENDIX A

Community Development Process

The key elements in the community development process are:

1. *Determining Readiness*

Is the group or school community ready to participate in collective action around a matter of common interest? You will want answers to key questions to assess readiness, including:

- What is the level of interest in and awareness of the issues?
- Is there a desire to address or resolve the issue?
- Is there leadership for the issue in the community?
- What is the history and background of the community about the issue?
- What are the chances of creating a critical mass for change?

2. *Animating the Community*

In animating the community you bring the issue or initiative to "life" through processes that encourage and foster coordinated activity among community members, including:

- Identifying and encouraging a cross-section of community members to get involved. Every effort needs to be made to remove barriers to participation, such as transportation and childcare. Personal contact and relationship building are critical at this initial stage to ensure success.
- Creating an environment for informed and collaborative decision making by ensuring that the group or community has the necessary information and understanding of the issue.

3. *Creating a Shared Vision*

A shared vision or picture of what a group wants to accomplish is essential to developing a sense of community. It serves as a guide to program planning and implementation. Developing a vision requires active participation of community members and includes setting common goals and objectives and a commitment to long-term planning. The most effective approach to developing ownership of a vision is to involve in the planning process those persons most likely to be affected by its implementation. With a clear vision, a group will be better prepared to know what actions to take.

4. *Planning for Action*

Planning for action is an extension of the process of developing a vision. An action plan involves identifying resources, establishing timelines and developing a strategic plan to achieve the mutually agreed upon goals. Time is needed to achieve consensus on issues and solutions, as all critical decisions need to be made in a democratic and inclusive fashion.

5. *Building Capacity*

The key to capacity building is to focus on and reinforce the assets and strengths of the community and the individuals within it. Community skills are developed and fostered to generate and support local development and ownership.

6. *Building an Enabling Environment*

In an effort to build an enabling environment supports and barriers to the initiative must be determined. Then, existing system policies and procedures need to be examined in light of desired outcomes. Systemic changes may need to be made in order to achieve intended outcomes.

7. *Action, Evaluation and Ongoing Development*

It is critical from the outset to pay attention to how the plan will be put into action. In implementing an action plan, it is important to clarify who is to do what by when. It is vital to anticipate potential problems and to develop mechanisms to handle potential sources of conflict. Time needs to be set aside early in the action phase to discuss and plan for how the plan will be sustained.

Through evaluation a community learns how successful it has been in achieving its shared vision. It is a process of gathering information to measure the impact of an initiative in relation to intended outcomes. The evaluation process is not a one-time event but a continuous process intended to make decisions about improvement and follow-up. It is critical to include community members in the evaluation process, as all are responsible for monitoring and evaluating of outcomes.

Reprinted from *Saskatchewan human services – Working with communities*, by Government of Saskatchewan, 2000, pp. 12-14, Regina, SK: Author.

APPENDIX B

Collaborative Problem Solving

Although problem-solving models vary, all are built on the collaborative process. A fundamental set of issues needs to be addressed in the course of any collaborative exchange. A general process model includes the following basic stages:

1. ***Preparation*** - involves identifying key individuals or groups to participate in the process, establishing a commitment to the collaborative process and making the necessary arrangements with the representative members.

2. ***Direction setting*** - includes establishing expectations; determining process guidelines and communicating ground rules; building support for shared planning, decision making and leadership; and identifying and discussing shared problems, issues or matters of mutual concern.

3. ***Generating and analyzing options*** - activity during this stage involves generating and analyzing options and gaining consensus on a plan of action.

4. ***Implementation*** - this stage includes outlining and clarifying the action plan, anticipating potential problems and methods of handling them, establishing a monitoring and evaluation plan.

5. ***Monitoring and Refining*** - actions at this stage involve monitoring what has worked, and making adjustments to those parts of the action plan that have not been successful.

APPENDIX C

A Process for Developing a Code of Conduct

1. *Determine Readiness*

Is the school community ready to develop a code of conduct? Answers to the following questions may help determine the level of readiness and commitment to developing a school code of conduct.

- What is the history and context at the division level in relation to discipline practices and a division and school-level code of conduct?
- What is the history and context in the school community in relation to school-wide discipline and more specifically the development of a school code of conduct?
- Is there leadership within the school community for developing a school code of conduct?
- What is the possibility of creating the commitment within the school community to a school code of conduct?

With greater community readiness comes a greater likelihood for successful community development and support for a school code of conduct.

2. *Involvement and Buy-In*

A key to forming a successful community partnership is the formation of a working group or committee made up of members of the school community that are committed to the development of a school code of conduct supported by the larger community. For the process to be authentic, it is important to engage members or groups that have not traditionally taken on an active role in school matters.

- Form a school code of conduct committee made up of students, staff, parents, board and community members.
- Develop a focus group process to engage the school and community in active dialogue about various aspects of school climate, behavioural expectations and basic operating principles that could guide a code of conduct. The following questions may serve to stimulate focus group discussion:
  - What makes our school caring and respectful?
  - How are people treated in a caring and respectful school?
  - What behaviour do we expect from each other in a caring and respectful school?
- Have the committee summarize and synthesize the focus group information.

INCLUSIVE PRACTICES INCLUDE:

- ***Making personal contact*** – Personally invite those who have not traditionally been involved in school matters. Offer to provide transportation and child care support. Greet them and introduce yourself when they arrive.
- ***Maintaining an open and inclusive climate*** – Create a warm and welcoming atmosphere, balance formal with informal discussion and attend to comfort and personal needs.
- ***Using clear and plain language*** – Avoid jargon and technical language. Communicate orally if literacy is an issue.
- ***Facilitating access*** – Arrange meeting locations to accommodate transportation needs, shift work, child-care needs, accessibility to the facility and alternate forms of communication (e.g., tape, sign language, or braille) when planning the meeting.
- ***Providing opportunities to socialize*** – Build in opportunities to connect socially by providing coffee, snack or lunch-breaks.
- ***Affirming and Respecting Cultural Traditions***

Adapted from *Saskatchewan human services – Working with communities*, by Government of Saskatchewan, 2000, p. 33, Regina, SK: Author.

3. Developing the Code of Conduct

The school code of conduct becomes the standard against which behaviour, school and classroom rules and procedures are evaluated.

- Establish basic operating principles based on input from the focus group discussions.
- Gather information and examples of codes of conduct.
- Write a draft code of conduct and gather feedback from the larger school community.

4. Teaching the Code

Involve students at the classroom level in discussion about the school code of conduct. Clarify their understanding of the code and have them personalize it to their classroom behaviour and their expectations of each other in the classroom and within the school community.

- Involve students in identifying examples of positive classroom behaviours that reflect their classroom code of conduct.
- Include parents in teaching the code.

A CARING AND RESPECTFUL CLASSROOM ...		
Looks Like:	**Sounds Like:**	**Feels Like:**

5. Expressing and Reinforcing the Code

The entire school community shares responsibility for reinforcing the code and must be made aware of the expectations expressed in the code.

- Publicize the code to students, families and community members.
- Model the code in relationships at school.
- Acknowledge and reinforce students modeling appropriate behaviour.
- Review and refine the code on a regular basis.

6. Implementing the Code

Staff, students, parents and community members must understand the expectations and the consequences for inappropriate behaviour. The following will assist in supporting the code:

- Check for understanding.
- Problem-solve when disagreements occur.
- Consult with parents.
- Involve students in developing their classroom code of conduct.
- Involve students in developing classroom rules that reflect the code of conduct.
- Establish reasonable, related and respectful consequences based on the school code of conduct.

APPENDIX D

Cooperative Learning Structures

Think-pair-share

A problem is presented to the class and students are instructed to think alone about the question for a specified period of time, then students are asked to form pairs to discuss the question. Following the discussion each pair is called upon to share their answer with the class.

Think-pair-square

This cooperative learning structure asks students, once they have completed an assigned pair task, to join with another pair to compare their conclusions. Instructions to the newly formed "squares" may be to reach consensus within their groups or to explain their conclusions to the other pair who has joined them.

Student Teams-Achievement Divisions (STAD)

Students are assigned to four-member mixed learning groups. Following a teacher-directed lesson, students work within their groups to make sure that their group members have mastered the lesson. All students take an individual quiz on the material. Students' quiz scores are compared to their own past average and points are awarded based on the degree to which students meet or exceed their own performance. These points are summed to form team scores and teams are recognized when they meet established criteria.

Jigsaw

Students are assigned to 4-6 member groups to work on academic material that has been broken down into sections. Each group member selects or is assigned a particular section of the material to work on. Next, members of different groups who have studied the same section meet in "expert groups" to discuss their sections. In these "expert groups", the students ensure that they all understand their portion of the material and prepare to teach it to their original group. Then the students regroup into their original group and take turns teaching their material to the others in the group. Individual mastery of the material can be evaluated through various informal and formal methods of assessment. The jigsaw technique reflects the characteristics of cooperative learning including: structured small group learning, a balance between positive group interdependence and individual responsibility, and the development of interpersonal communication skills.

Structured Controversy

Controversy is a type of academic conflict that exists when one student's ideas, information or conclusions are at odds with those of another and the two seek to reach an agreement. When teachers structure academic controversy, students rehearse orally the information they are learning; advocate a position; teach their knowledge to peers; analyze, critically evaluate, rebut and integrate information into factual and judgmental conclusions that are summarized into a joint position to which all can agree. The basic format of organizing structured academic controversy consists of:

1. Choosing the discussion topic – topics can vary but must be able to be handled by the students and prepared into two well-documented positions. Most environmental and current issues are appropriate.
2. Preparing instructional materials to include:
   - a definition of the group's task;
   - a description of the phases of the controversy procedure and the collaborative skills to be used during each;
   - a description of the position to be taken and a summary of the key arguments supporting the position; and
   - resource material and/or a bibliography supporting the position.
3. Structuring the controversy for a cooperative context and heterogeneous group membership.
4. Conducting the controversy by guiding the students through the following specific instructions:
   - Learn positions – students plan with their partner how to effectively advocate the position;
   - Present the positions – the pairs of students present their position and actively listen to and learn the opposing position. Students are encouraged to take notes and ask questions to clarify understandings;
   - Discuss the issue – pairs present their position with as many facts as possible. They listen critically to the opposing pair's position and ask them for facts to support their position;
   - Reverse position – as a pair, students present the opposing pair's position. They elaborate that position and relate it to other information previously learned; and
   - Reach a decision – pairs summarize and synthesize the best arguments for both points of view and reach consensus on a position that is supported by facts. Students write a report with the supporting evidence and rationale to which the group has agreed.

APPENDIX E

A Process for Implementing a Service Learning Project

1. *Preparation*

Preparing students for service learning begins by building on their present interests or by developing an interest in a problem or a need and motivating them to want to do something about addressing the issue. Having students reflect on the following questions may help them get started in planning a service learning project.

a) What needs, interests or concerns exist in the school and/or community?
   - Have students brainstorm ideas to identify opportunities in the community to do something beneficial.

b) What are some solutions to the identified needs, interests or concerns raised?
   - Have students generate realistic solutions and discuss their positives, negatives and interesting thoughts about each solution.

c) What resources and supports are available to assist in the project?
   - Have students research to identify resources available to help or support the project before a final decision is made.

d) Have students decide on the service learning project.
   - Ensure that students have had adequate input into choosing the project.
   - Make sure that students understand the proposed decision.
   - Make sure that students are willing to support and commit to implementing the decision.

2. *Taking Action*

a) Engage the students in planning the project.
   - Help students organize the project.
   - Assist students to develop a workplan that includes an initial plan of action and a realistic timeline for completing the project.

b) Start the project.
   - Encourage students to collaborate and share responsibility.

3. *Reflection*

Service learning projects require that students have structured time to think, talk and write about what they did and observed during their service activity. Reflection provides students with an opportunity to maximize their learning. Have students reflect, document and discuss their experience. The following reflection questions can guide students:

- What is our project about?
- What are my expectations about the service-learning project?
- What has our project accomplished?
- What have I learned from this experience?
- What difference has the project made?
- What are my feelings about the project?
- How have I contributed to the success of the project?
- What action, if any, should I or the group take as a result of this project?

APPENDIX F

Implementation of a Peer Mediation Program

The organization and implementation plan of a peer mediation program should include the following:

- Developing Involvement and Commitment
- Establishing School and Community Support
- Training for Coordinators and Peer Mediators
- Implementing the Program

Involvement and commitment begins with the formation of an advisory group made up of school administrators, teachers, central office personnel, parents and community resource people. This group takes on the responsibility for long-range planning; organizing and conducting school orientation; training school-based program coordinators; assisting program coordinators with record keeping and evaluation; and ongoing support and assistance to program coordinators.

Two program coordinators are recommended at the school level to coordinate the peer mediation program. These coordinators will require time each day for program tasks ranging from facilitating meetings with the advisory group, making assignments, keeping the project on track, supervising and supporting the student mediators and final program evaluation.

School and community support begins with all members of the school community, including staff and parents, being provided with an overview of the proposed school-based peer mediation program. Such an inservice provides participants with an understanding that conflict is a natural, pervasive and unavoidable part of living and growing. It also provides members of the school community an opportunity to learn the communication skills of active listening and assertive "I" – messages. In addition, the orientation session provides information on facilitating the conflict management/mediation process and what is needed for program implementation. The goal of an orientation is to:

- generate enthusiasm and support for the program;
- identify school-based program coordinators who will participate in the selection and training of peer mediators;
- coordinate the program at the school level;
- provide an opportunity to examine current school practice with respect to

discipline;

- help the school community understand that conflict resolution education and peer mediation programming supports the school code of conduct and the school's disciplinary process;
- discuss options available to the school to assist in managing conflicts; and
- establish a commitment and timeline for implementation of a school-based mediation program.

Training in an all-school peer mediation model calls for selected students and teachers to receive in-depth training in mediation skills. Usually program coordinators attend supplemental training focusing on skill enhancement and various aspects of program implementation. The trained program coordinators and student mediators respond to conflicts that occur throughout the entire school on an ongoing basis.

Program implementation requires that individual schools establish clear and efficient procedures to encourage and handle referrals. Basic procedures for operating the mediation centre must account for:

- who will mediate;
- what type of conflicts the program will mediate;
- where mediation will take place;
- when mediation will occur; and
- how the referral will be processed.

Selection of peer mediators usually follows the classroom training. Selection procedures vary from nomination to application. The qualities that a student brings to the peer mediation process are more significant than any training. Selected students need to be able to communicate well, possess good thinking skills and be mature enough to keep information confidential. Student mediators should represent a cross-section of your school population. Permission letters and a description of the program must be sent to the parents of the selected students. Parental permission is a consideration for participation in the program.

All types of conflicts between students are potentially appropriate for the mediation program. Any student can request mediation, and a teacher or the principal can refer students to mediation. It is important that all parties agree voluntarily to the process and further agree to confidentiality. It is critical that the disputants find their own solutions to the problem or conflict and once an agreement has been reached that it is written down.

APPENDIX G

Designing an Intervention Plan

The management of behaviour problems requires a methodical consistent approach to problem solving. Such an approach includes pinpointing the target behaviour; completing a functional analysis of the behaviour and setting goals; choosing positive programming strategies; writing a plan; training caregivers; reviewing progress; and troubleshooting.

Step One: Pinpoint the Behaviour

The behaviour might be isolated for change for a number of reasons. The behaviour may be disruptive and have a negative impact on the individual or the surroundings. Behaviours such as self-injury and aggression may present a danger to the individual or others and should be targeted for an intervention plan. Also, behaviour that interferes with fitting in would be decreased. When targeting behaviour for change, it is crucial to describe the behaviour in specific concrete terms. The target behaviour must be observable and measurable.

Step Two: Behavioural Assessment

Data collection is the next step in the process to manage behaviour problems. Data collected is used to measure the frequency of the behaviour, its severity and duration, and provides information needed for a functional analysis. The functional analysis provides insight into the purpose of the behaviour, its communicative function and should point directly to necessary intervention strategies. Data should be collected over time in order to determine priority needs.

Step Three: Select Strategies

Choosing strategies is the third step in the problem-solving process. A number of issues need to be addressed at this point. The intervention team must select intervention plans that achieve appropriate goals for the individual and must also be reasonable and practical. The following criteria can be useful when selecting intervention strategies:

- The strategy is not aversive or punishing.
- The strategy has been reported in the literature as having been successfully used with similar target behaviour.

- If the focus of the behaviour management plan is a problem behaviour, the plan needs to include a component that seeks to teach and strengthen more socially acceptable behaviour.
- The procedure is portable; that is, able to be used across settings.
- The plan must be flexible and compatible with the individual's daily routine.
- The plan must be as unobtrusive as possible. It is important to develop management plans that do not unduly draw attention to the child.
- There are a variety of strategies to choose from, but the selection should be made carefully. The plan should clearly outline what must be accomplished.

Intervention plans must be designed by taking one or more of the following actions:

- Eliminate antecedents and setting events that trigger the behaviour. It is possible at times to simply alter the setting events to achieve the desired behavioural change.
- Teach the individual a better way to achieve the function of the undesired behaviour. New learning would include ways to better handle those events that typically precede the problem behaviour. Goals can be developed that specify target behaviours and help the individual meet his or her needs in more acceptable ways.
- Provide the person with more access to what he or she desires so that the undesirable behaviour will not be necessary.
- Motivate the person to engage in desired behaviours. Incentives might also be necessary to encourage meeting social skill goals.
- Remove any possible rewards that may be currently reinforcing problem behaviour.
- Specify how the misbehaviour should be handled so as to prevent injury and possible reinforcement of the problem behaviour.

Step Four: Writing the Plan

It is important that a completed plan contains identifying information including:

- a description of the child's level of functioning;
- goals and objectives of the school plan based on an assessment of the child's strengths and weaknesses;
- types of services and programs the child needs to meet the goals and an evaluation scheme for the child's program; and
- techniques for measuring progress, criteria to determine success and standards to decide if the criteria has been met.

Step Five: Training Staff

All concerned, whether family, teaching staff or direct caregiver, need to participate in the design of the intervention plan. A well-designed plan will not result in behaviour change if it is not carefully implemented. General training in the principles of behaviour management and the basic concepts underlying positive programming can provide the background information necessary for effective planning and implementation.

Step Six: Monitoring and Progress Evaluation

Regular data collection and review of program plans should be maintained. Should change not occur within a reasonable period of time, systematic changes in the intervention plan should be made.

Step Seven: Troubleshooting

If behaviour change does not occur, the following should be considered:

- It may be too soon; change takes time.
- The plan may not be properly implemented.
- Behaviour is still being inadvertently maintained or reinforced.
- The original functional analysis was incomplete.
- Reinforcing contingencies may need to be modified.

APPENDIX H

Crisis Fact Sheet

Use this form to outline basic information related to the crisis, add information as it becomes available and to communicate about the incident throughout the crisis.

Report prepared by: _____

Verified by: _____

Time: _____ Date: _____ Location of incident: _____

Details of what happened: _____

_____

Current status of crisis: Initial ❑ Escalating ❑ Defusing ❑ Stable ❑

What emergency assistance is needed? _____

_____

Other pertinent information: _____

_____

What staff are involved and what is their current status? _____

_____

What students are involved and what is their current status? (name, grade, homeroom) _____

_____

Provide details of outsiders or strangers if involved: _____

_____

Provide details of witnesses involved: (names, phone numbers, address, if possible) _____

_____

Details about counseling and support services available: _____

_____

Time and location of family / community meeting if appropriate: _____

From *Supporting safe, secure and caring schools in Alberta*, by Alberta Learning, 1999, Alberta: Author. Reprinted with permission.

APPENDIX I

Crisis Intervention Plan

This form can be used with the Crisis Fact Sheet

Assessment of the situation:

Gather accurate information.
What has happened? Who is involved? What was the cause?
How serious is the situation? What steps need to be taken?

Preliminary Plan of Action:

Intervention Response:

Follow-up Plans:

APPENDIX J

Tips on Defusing Hostile Confrontations

Step One: Remain Calm

- use coping self-talk
- ensure personal safety

The critical first step in dealing with a hostile encounter is to pay attention to what you see and hear and to pay attention to your own internal reaction cues. The earlier you recognize your own and other's stress cues, the quicker you can act to reduce distress in yourself and the other person.

Step Two: Reassure Non-verbally

- ensure adequate personal space

The proximity or distance between you and a hostile person is one of the most critical elements in defusing a potentially explosive situation. It is important to realize that moving close to an angry or hostile person is likely to be perceived as a threat and escalate the situation. When approaching a hostile or potentially violent person stay in tune with the person's nonverbal behaviour. Give the person as much "personal space" as you can. If the person feels threatened by your approach behaviour you increase the chances of the situation escalating; the person's behaviour may escalate to the point where it is too difficult to manage.

To be supportive and not threatening, position yourself at an angle to the person. Keep your hands out in plain view and allow at least 1-2 meters between you and the other person as a margin for personal safety.

Step Three: Encourage Talk

- exhibit attentive body language
- do not interrupt
- use minimal encouragers

During the initial exchange, demonstrate that you are listening attentively and are focused on the person's words. Convey these qualities through your attentive body language and brief verbal replies that relate interest and concern. Simple phrases such as "yes," "OK," or "I see," show that you are listening.

Step Four: Show Understanding

- restate the message in your own words
- label the emotions being conveyed
- ask open-ended questions
- summarize key issues or concerns
- use the person's name
- be prepared to repeat yourself

Reflecting the person's thoughts and feelings without judging or analyzing shows your involvement and concern. The nonjudgmental nature of reflecting encourages the defensive or hostile person to discuss the matter further. Reflecting feelings as well as thoughts allows the person to unload more of the concerns he or she is carrying around and often leads to a release of tension. Showing this kind of understanding helps the defensive or hostile person to sort out the problem and start to find solutions.

Step Five: Commit to Resolve the Issue

- acknowledge the importance of resolving the issue
- emphasize a willingness to resolve the issue

Step Six: Help the Person Save Face

- support and reassure the person
- offer the options to pursue the issue now or later
- refrain from judging the outburst

Fear, confusion and remorse are common emotions following an emotional outburst. Many times following an explosive episode, the person is actively seeking communication and this may be one of the best times to attempt to resolve the issue.

Adapted from Crisis Prevention Institute, Inc.

APPENDIX K

Guidelines when Responding to Suicide Risk

What to do if you suspect someone is thinking about or planning suicide:

Convey Concern and Care

- ***Be attentive***. Watch for warning signs and act on your concerns.
- ***Reach out***. Show concern, describe what you have observed and establish rapport.
- ***Be respectful***. Treat talk of suicide seriously. Do not give quick advice or swear to secrecy. Be an active listener. Be empathic and nonjudgmental.

Assess the Risk

- ***Check perceptions***. Talk with others about your observations. Look for other less obvious warning signs or cues.
- ***Ask directly***. Don't be afraid to ask about suicide directly. Try to determine if the person has a plan or has attempted suicide before.
- ***Determine the level of risk***. Be open and ask about:
  - current suicide plan;
  - details of the plan including type/availability of resources;
  - past suicide behaviour;
  - recent family/friend suicide;
  - present symptoms or warning signs;
  - recent losses;
  - present stressors;
  - present state of mind; and
  - available resources and support systems.

If the suicide risk is moderate to high do not leave the person alone or send them for help on their own; provide help and seek support.

Provide Help

- ***Be supportive and offer hope***. Listen. Just being there is helpful. Help the person explore motives. Do not debate the right or wrong of suicide. Keep the focus on the issue of suicide. Identify ambivalent feelings and thoughts.
- ***Determine the support system***. Identify family, friend, pastor or religious leader, counselor and/or community resources where the person can get help.

- ***Seek help***. Encourage or negotiate with the person to get help. Take the lead about getting help if they won't. If the risk remains high, contact someone for them and do not leave the person alone. Interventions at this point may include:
  - contacting parents;
  - removing the means;
  - bringing in a counselor or school psychologist;
  - contacting the family doctor;
  - accompanying the person to get help; and
  - staying with the person until help arrives.

Never intervene alone. Do not take sole responsibility for the problem. Involve others and seek personal support.

Alberta Education, (1987).

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